



# STIC Search Report

## EIC 3700

STIC Database Tracking Number: 148377

**TO: Kurt Fernstrom**  
**Location: RND 6a19**  
**Art Unit: 3714**  
**Thursday, March 31, 2005**

**Case Serial Number: 10/724320**

**From: Emory Damron**  
**Location: EIC 3700**  
**CP2-2C08**  
**Phone: 305-8587**

**Emory.Damron@uspto.gov**

### Search Notes

Dear Kurt,

Please find below an inventor search in the bibliographic and full-text foreign patent files, as well as keyword searches in the patent and non-patent literature files, both bibliographic and full text.

References of potential pertinence have been tagged, but please review all the packets in case you like something I didn't.

Of those references which have been tagged, please note any manual highlighting I've done within the text of the document(s).

In addition to searching on Dialog, I also searched Google.com, EPO/JPO/Derwent, Google and Google Catalogs.

There are a few decent references contained herein, but I'll let you determine how useful they may be to you.

Please contact me if I can refocus or expand any aspect of this case, and please take a moment to provide any feedback (on the form provided) so EIC 3700 may better serve your needs. Good Luck!

Sincerely,

Emory Damron

Technical Information Specialist

EIC 3700, US Patent & Trademark Office

Phone: (571)272-3520/Fax: (571) 273-0047

Emory.damron@uspto.gov



Access DB# 134695**SEARCH REQUEST FORM****Scientific and Technical Information Center**

Requester's Full Name: Kurt Fernston Examiner #: 75063 Date: 10/7/04  
Art Unit: 3714 Phone Number 30 5-6303 Serial Number: 10/729,320  
Mail Box and Bldg/Room Location: CP2 6814 Results Format Preferred (circle): PAPER DISK E-MAIL

**If more than one search is submitted, please prioritize searches in order of need.**

\*\*\*\*\*

Please provide a detailed statement of the search topic, and describe as specifically as possible the subject matter to be searched. Include the elected species or structures, keywords, synonyms, acronyms, and registry numbers, and combine with the concept or utility of the invention. Define any terms that may have a special meaning. Give examples or relevant citations, authors, etc, if known. Please attach a copy of the cover sheet, pertinent claims, and abstract.

Title of Invention: Educational System

Inventors (please provide full names): Latoria Matthews

Earliest Priority Filing Date: 11/26/03

*\*For Sequence Searches Only\* Please include all pertinent information (parent, child, divisional, or issued patent numbers) along with the appropriate serial number.*

\*\*\*\*\*

**STAFF USE ONLY**

	Type of Search	Vendors and cost where applicable
Searcher: <u>John Sims</u>	NA Sequence (#) _____	STN _____
Searcher Phone #: <u>308-4836</u>	AA Sequence (#) _____	Dialog <u>✓</u>
Searcher Location: <u>ELC 3700</u>	Structure (#) _____	Questel/Orbit _____
Date Searcher Picked Up: _____	Bibliographic <u>✓</u>	Dr.Link _____
Date Completed: <u>10/14/04</u>	Litigation _____	Lexis/Nexis _____
Searcher Prep & Review Time: _____	Fulltext <u>✓</u>	Sequence Systems _____
Clerical Prep Time: _____	Patent Family _____	WWW/Internet <u>✓</u>
Online Time: _____	Other _____	Other (specify) _____



# STIC Search Results Feedback Form

**EIC 3700**

Questions about the scope or the results of the search? Contact *the EIC searcher or contact:*

John Sims, EIC 3700 Team Leader  
571-272-3507 RND 8 B35

## Voluntary Results Feedback Form

➤ I am an examiner in Workgroup: 3714 Example: 3730

➤ Relevant prior art **found**, search results used as follows:

- ☐ 102 rejection
- ☐ 103 rejection
- ☐ Cited as being of interest.
- ☐ Helped examiner better understand the invention.
- ☐ Helped examiner better understand the state of the art in their technology.

Types of relevant prior art found:

- ☐ Foreign Patent(s)
- ☐ Non-Patent Literature  
(journal articles, conference proceedings, new product announcements etc.)

➤ Relevant prior art **not found**:

- ☐ Results verified the lack of relevant prior art (helped determine patentability).
- ☐ Results were not useful in determining patentability or understanding the invention.

**Comments:**

**Drop off or send completed forms to STIC/EIC3700 RND 8B31**



Solomon, Terrance

Rec'd 3/21/05 3:11p

J.S.

From: Unknown@Unknown.com  
Sent: Monday, March 21, 2005 2:18 PM  
To: STIC-EIC3700  
Subject: Generic form response

ResponseHeader=Commercial Database Search Request

AccessDB#= 148 377

LogNumber= \_\_\_\_\_

Searcher= \_\_\_\_\_

SearcherPhone= \_\_\_\_\_

SearcherBranch= \_\_\_\_\_

MyDate=Mon Mar 21 14:17:13 EST 2005

submitto=STIC-EIC3700@uspto.gov

Name=Kurt Fernstrom

Empno=75063

Phone=571-272-4422

Artunit=3714

Office=RND 6A19

Serialnum=10/724,320

PatClass=434/260

Earliest=11/27/02

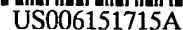
Format1=paper

Searchtopic=Focus on claims 1 and 7, as filed on 1/20/05.

Comments=

send=SEND

X COPY



**[11] Patent Number: 6,151,715**

[45] **Date of Patent:** **Nov. 28, 2000**

3,997,982 12/1976 Holland ..... 35/56

4,253,197	3/1981	Posta .....	2/80
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*Primary Examiner*—Amy B. Vanatta  
*Attorney, Agent, or Firm*—R. Reams Goodloe, Jr.

[57] **ABSTRACT**

**A rehabilitation/training device.** The device is in the form of an apron having multiple simulated apparel closures. The simulated apparel closures are mounted on layered fabric panels. Pockets are provided for storing hand exercise equipment, such as a ball of clay, and for storing a pad of paper, as well as for storing one or more writing/drawing implements.

**21 Claims, 8 Drawing Sheets**

1000

12 | P-1



the embodiments presented herein are to be considered in all respects as illustrative and not restrictive. As such, the claims are intended to cover the structures described herein and not only structural equivalents thereof, but also equivalent structures. Thus, the scope of the invention is intended to include all variations described herein, whether in the specification or in the drawing, including the broad meaning and range properly afforded to the language and description set forth herein to describe such variations.

It will thus be seen that the objects set forth above, including those made apparent from the preceding description, are efficiently attained. Since certain changes may be made in carrying out the manufacture of a rehabilitation device according to the teachings herein, it is to be understood that my invention may be embodied in other specific forms without departing from the spirit or essential characteristics thereof. Many other embodiments are also feasible to attain advantageous results utilizing the principles disclosed herein. Therefore, it will be understood that the foregoing description of representative embodiments of the invention have been presented only for purposes of illustration and for providing an understanding of the invention, and it is not intended to be exhaustive or restrictive, or to limit the invention only to the precise forms disclosed.

All of the features disclosed in this specification (including any accompanying claims, and the drawing) may be combined in any combination, except combinations where at least some of the features are mutually exclusive. Alternative features serving the same or similar purpose may replace each feature disclosed in this specification (including any accompanying claims, the drawing, and the abstract), unless expressly stated otherwise. Thus, each feature disclosed is only one example of a generic series of equivalent or similar features. Further, while certain materials are described for the purpose of enabling the reader to make and use certain embodiments shown, such suggestions shall not serve in any way to limit the claims to the precise materials disclosed, and it is to be understood that other materials may be utilized in the manufacture of my rehabilitation device.

The intention is to cover all modifications, equivalents, and alternatives falling within the scope and spirit of the invention, as expressed herein above and in the appended claims. As such, the claims are intended to cover the structures, apparatus, and methods described herein, and not only the equivalents or structural equivalents thereof, but also equivalent structures or methods. The scope of the invention, as described herein and as indicated by the appended claims, is thus intended to include variations from the embodiments provided which are nevertheless described by the broad meaning and range properly afforded to the language of the claims, as explained by and in light of the terms included herein, or the equivalents thereof.

I claim:

1. A rehabilitation/training device, said device comprising:

a fabric apron including fastening straps spaced apart on opposing sides of said apron, said straps adapted for securing said apron on the body of a person;

a plurality of pairs of fabric panels attached in layered fashion on an anterior portion of said apron, one of each of said pairs of fabric panels positioned on either side of an apron;

a first of said pairs of fabric panels including one or more cooperating snap fasteners secured to adjacent edges of complementary portions of said first pair of fabric panels;

a second of said pairs of fabric panels including one or more button fasteners and one or more cooperating button holes positioned at adjacent edges of complementary portions of said second pair of fabric panels;

a third pair of said pairs of fabric panels including a pair of zipper tracks secured to adjacent edges of complementary portions of said first pair of fabric panels, said pair of zipper tracks including a zipper pull cooperating with said zipper tracks to effect, alternately, closure or opening;

one or more shoe panels attached on said anterior portion of said apron remote from said plurality of pairs of fabric panels, each of said one or more shoe panels including a plurality of eyelets formed therein and a shoe lace threaded through one or more of said eyelets one or more pockets attached to said anterior portion of said apron remote from said plurality of pairs of fabric panels and from said one or more shoe panels.

2. The rehabilitation/training device recited in claim 1, wherein each said strap extends between said anterior portion of said apron on one side of said midline and a posterior portion of said apron on an opposing side of said midline, whereby each said strap crosses said midline behind the body of a person wearing said device.

3. The rehabilitation/training device recited in claim 1, wherein one or more of said plurality of pairs of fabric panels further comprises one or more cooperating hook and eye fasteners secured to complementary adjacent edge portions of said pair of fabric panels.

4. The rehabilitation/training device recited in claim 3, wherein said one or more cooperating hook and eye fasteners further comprise a plurality of cooperating hook and eye fasteners, and wherein one of said cooperating hook and eye fasteners is differently configured relative to other ones of said cooperating hook and eye fasteners.

5. The rehabilitation/training device recited in claim 1, wherein said one or more cooperating snap fasteners further comprises a plurality of types of cooperating snap fasteners, and wherein one of said types of cooperating snap fasteners is differently configured relative to other ones of said cooperating snap fasteners.

6. The rehabilitation/training device recited in claim 1, wherein said one or more button fasteners and one or more cooperating button holes further comprises a plurality of cooperating buttons and button holes, and wherein one of said cooperating buttons and button holes is differently configured relative to other ones of said cooperating buttons and button holes.

7. The rehabilitation/training device recited in claim 1, further comprising one or more minor pockets.

8. The rehabilitation/training device recited in claim 7, wherein said one or more minor pockets comprise a fabric forming panel.

9. The rehabilitation/training device recited in claim 1, wherein at least one of said one or more minor pockets is essentially waterproof.

10. The rehabilitation/training device recited in claim 9, wherein said essentially waterproof one of said one or more minor pockets comprises expanding side and bottom panels.

11. The rehabilitation/training device recited in claim 10, wherein said essentially waterproof one of said one or more minor pockets formed with said expanding side and bottom panels is adapted to contain a squeezable object.

12. A rehabilitation/training device in the form of an apron, the device comprising:

a fabric body panel including two integral straps spaced apart on opposing sides of a midline of said body panel,

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each said integral strap extending between anterior and posterior portions of said body panel and forming an arm hole therebetween;

a first pair of fabric panels attached on said anterior portion of said body panel, one of said first pair of fabric panels positioned on each side of said midline of said body panel;

one or more male snap portions secured to an edge of one of said first pair of fabric panels adjacent said midline;

one or more female snap portions secured to an edge of another of said first pair of fabric panels adjacent said midline, each said female snap portions cooperating with a corresponding one of said male snap portions to form a snap closure device;

a second pair of fabric panels attached on said anterior portion of said body panel layered over said first pair of fabric panels, one of said second pair of fabric panels positioned on each side of said midline of said body panel;

one or more buttons secured to an edge of one of said second pair of fabric panels adjacent said midline;

one or more button holes formed in an edge of another of said second pair of fabric panels adjacent said midline, each said button hole cooperating with a corresponding one of said buttons to form a button closure device;

a third pair of fabric panels attached on said anterior portion of said body panel layered over said first pair of fabric panels and said second pair of fabric panels, one of said third pair of fabric panels positioned on each side of said midline of said body panel;

a zipper track secured to an edge of each of said third pair of fabric panels adjacent said midline;

a zipper pull integral with one of said zipper tracks and cooperating with another of said zipper tracks to form a zipper closure device;

a fourth pair of fabric panels attached on said anterior portion of said body panel, one of said fourth pair of fabric panels positioned on each side of said midline of said body panel, each of said fourth pair of fabric panels divided into two opposing lip portions;

a plurality of eyelets formed in each of said opposing lip portions of each said fourth pair of fabric panels, each said eyelet adapted to pass a shoe string through said lip portion;

first and second shoe strings passing through said eyelets formed in each of said fourth pair of fabric panels, respectively; and

first and second pockets attached on said anterior portion of said body panel, one of said first and second pockets positioned on each side of said midline of said body panel.

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13. The rehabilitation/training device recited in claim 12, further comprising:

one or more hooks secured to an edge of one said panels of one of said first, second, or third pairs of fabric panels adjacent said midline; and

one or more eyes secured to an edge of a corresponding other one of said first, second, or third pairs of fabric panels, each said eye cooperating with a corresponding one of said hooks to form a hook-and-eye closure device.

14. The rehabilitation/training device recited in claim 12, wherein said one or more cooperating male and female snap portions further comprise a plurality of cooperating male and female snap portions; and

wherein said cooperating male and female snap portions comprise at least two different sizes of cooperating male and female snap portions.

15. The rehabilitation/training device recited in claim 12, wherein said one or more cooperating buttons and button holes further comprise a plurality of cooperating buttons and button holes; and

wherein said cooperating buttons and button holes comprise at least two different sizes of cooperating male and female snap portions.

16. The rehabilitation/training device recited in claim 12, wherein at least one of said first and second pockets is formed of an essentially waterproof material.

17. The rehabilitation/training device recited in claim 16, wherein said one of said first and second pockets formed of an essentially waterproof material is adapted to contain a hand exercise device.

18. The rehabilitation/training device recited in claim 17, wherein said one of said first and second pockets formed of an essentially waterproof material is formed with accordion side and bottom panels.

19. The rehabilitation/training device recited in claim 18, wherein said hand exercise device comprises a hand exercise device selected from the group consisting of (a) a clay mass, (b) Silly Putty®, (c) a rubber ball, and (d) a hand grip.

20. The rehabilitation/training device recited in claim 12, further comprising one or more minor pockets, wherein at least one of said minor pockets is adapted for receiving and carrying a writing implement.

21. The rehabilitation/training device recited in claim 12, wherein one of said first and said second pockets comprises at least one minor pocket.

\* \* \* \* \*

**United States Patent** [19]  
**Wright, Jr.**

[11] **Patent Number:** **4,723,323**  
[45] **Date of Patent:** **Feb. 9, 1988**

[54] **CHILD'S ACTIVITY BIB**

[56]

**References Cited**

**U.S. PATENT DOCUMENTS**

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3,724,101 4/1973 Slezak ..... 2/75

*Primary Examiner*—Werner H. Schroeder  
*Attorney, Agent, or Firm*—Kanz, Scherback & Timmons

[76] **Inventor:** John C. Wright, Jr., 1818 Stanley,  
Ardmore, Okla. 73401

[21] **Appl. No.:** 877,335

[22] **Filed:** Jun. 23, 1986

[51] **Int. Cl.<sup>4</sup>** ..... A41D 13/04; G09B 1/00

[52] **U.S. Cl.** ..... 2/49 R; 2/244;  
434/395

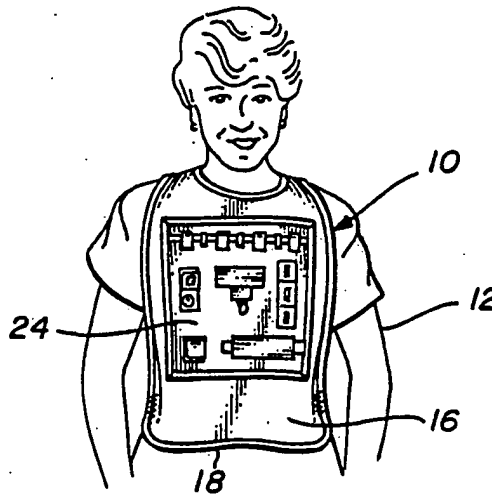
[58] **Field of Search** ..... 2/49, 48, 50, 51, 244;  
434/99, 176, 395, 405

[57]

**ABSTRACT**

An activity bib worn by an adult and presented for interaction by a child facing the adult. The bib includes one or more activity means mounted for use by the child.

**10 Claims, 11 Drawing Figures**





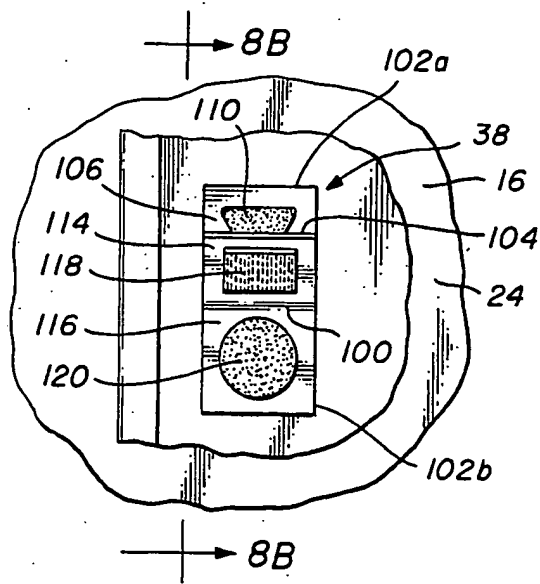


FIG. 8A

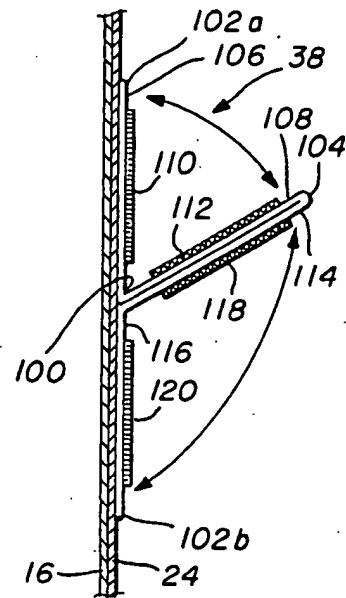


FIG. 8B

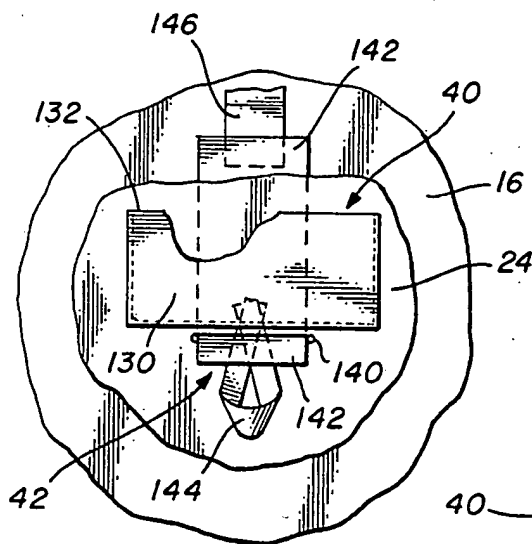


FIG. 9A

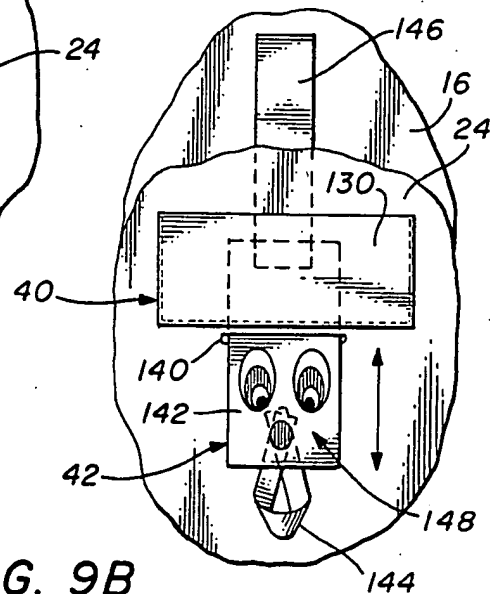


FIG. 9B

tion, the activity means are grouped together, generally in the center of the bib and specifically on an activity pad 24 forming part of the base of the activity bib. Of course, if desired, various activity means could be mounted directly on the base and the activity pad omitted. Preferably, the activity pad is affixed about its edge to the base of the bib, although it is within the scope of this invention to provide an activity pad bearing one or more activity means that is removable from the bib, such as for cleaning or repair or for replacement by another activity pad possibly bearing different activity means. For instance, the activity pad may be secured by releasable Velcro® fastener strips to the base. This latter embodiment is advantageous in that the activity means may be easily changed as appropriate for children of different ages, abilities or moods, or to change the emphasis of the interaction with the child so as to develop different skills or areas of development of the child.

In the illustrated embodiment of the invention, activity means 30, 32, 34, 36, 38, 40 and 42 are mounted on the activity pad. It is recognized that the number, character, design, size, color, arrangement and distribution of the activity means on the activity pad may be varied as desired or as is found effective in interacting with a child. Tab pull activity means 30 is shown in greater detail in FIG. 3 and includes a pair of aligned openings 50 and 52 in the activity pad. The openings define a sleeve extending between the activity pad and the base of the bib. The openings are enclosed by cover 54. The cover is affixed to the activity pad on its longitudinal edges, but is open on each end edge. Tab 56 is an elongated flexible strip extending through openings 50 and 52 between the sleeve defined by the activity pad and the base of the bib and is sufficient length so that at least one end is accessible through the unattached edges of the cover. Loops 58 and 60 form handles on either end of the tab and have a width greater than that of the openings, so that the tab may not be pulled through the openings. The loops also enable the tab to be grasped at either end for pulling the tab back and forth in lateral direction 62. Preferably, the tab includes attractive indicia 64 on one or both ends which are alternately shifted into view as the tab is pulled back and forth by the child. For the purposes of this application, the term "indicia" includes any writing, marks, symbols, pictures, figures, numbers, drawing or the like, or any combination thereof. Manual manipulation of the tab pull activity means by the child increases his awareness of cause and effect and improves eye-hand coordination.

The color slide activity means 32 is shown in greater detail in FIG. 4 and includes strap 70 affixed at either end to the activity pad. The strap is further divided into multiple segments at various intermediate points 72, 74 and 76 where it is also affixed to the activity pad. Slides 78 encircle the strap, each within one of the segments and each is thus independently slidable over the strap in lateral direction 80 limited by the points of attachment of the strap to the activity pad. Preferably, the various slides are colored in one or more different colors in a manner designed to attract the attention of the child. Manipulation of the color slide activity means reinforces the child's sense of primary and secondary color identification and of movement.

The texture center activity means 34 is shown in greater detail in FIGS. 5 and 6 and include one or more overlays 80a, 80b, etc. Each of the overlays defines a

slot 82. A layer of material 84 is enclosed by the overlay, with the portion beneath the slot exposed for manual manipulation. Each of the overlays in the texture center activity means preferably includes a material with a distinctive texture (i.e. smooth, rough, abrasive, fluffy, etc.). Contact by the child with the various textures will include varying sensations that stimulate the child's sense of touch and texture discrimination.

The digit door activity center 36 is shown in greater detail in FIG. 7 and includes opening 92 extending through the activity pad and base of the bib. Flap 90 is attached to the activity pad along an upper edge. The child may raise the flap, expose the opening and insert his finger into the opening. Manipulation of the digit door activity means by the child will develop and reinforce the child's sense of imagination and play.

The shape tablet activity means 38 is shown in greater detail in FIGS. 8a and 8b. The shape tablet activity means includes tablet 100. Tablet 100 includes at least one portion 102 (shown as portions 102a and 102b in FIGS. 8a and 8b) mounted on the activity pad and another portion 104 connected to the activity pad along one edge at the juncture of the portions 102a and 102b. The facing surfaces 106 and 108, respectively of the portions 102a and 104, each contain mating releasable fastener sections 110 and 112, respectively. The releasable fastener sections may, for instance, be constructed of Velcro®. Similarly, the opposing surfaces 114 and 116 between the portions 102b and 104 includes releasable fastener sections 118 and 120, respectively. Thus, although illustrated in an intermediate position the portion 104 may be alternately secured to portions 102a or 102b, exposing surfaces 106 and 108; or 114 and 116, respectively, and the releasable fastener sections mounted thereon. As is shown in FIG. 8a, each of the releasable fastener sections is configured in a different shape, enabling the child to compare and contrast the shapes as the tag portions are manipulated. Although the shape tablet activity means is shown with various geometric forms (triangle, square, circle, and rectangle, etc.) any shape or size of releasable fastener may be employed. Manipulation of the shape tablet by the child enhances his ability to identify basic shapes.

The pocket activity means 40 is shown in greater detail in FIGS. 9a and 9b and includes pocket 130 attached to the activity pad along three edges and includes an open upper edge 132. Various articles (not shown) may be inserted, stored and retrieved from the pocket, such as small toys, food, etc. Manipulation of the pocket activity means by the child is reinforced by various rewards (objects) that may be located in the pocket by the adult.

The pull down activity means 42 is also shown in greater detail in FIGS. 9a and 9b and includes opening 140 in the activity pad. Pull down tab 142 is located within the opening and includes loop 144 on one end forming a handle. The pull down tab is attached at another end to an elastic band 146, which is in turn mounted on the base of the bib beneath the activity pad. Indicia 148 (not shown in FIG. 9a), such as a picture of a face may be applied to the outwardly facing side of the pull down tab, but is normally hidden behind the activity pad when the elastic band is in a relaxed state. The loop 144 may be manually grasped and the pull down tab extended through the opening so as to expose the indicia. Upon release of the loop, the elastic band automatically retracts the pull down tab into the opening. Although the pull down activity means is illustrated as

partially beneath the pocket activity means, it is recognized that the pull down activity means may be independently located anywhere on the activity pad. Manipulation of the pull down activity means by the child increases his awareness of cause and effect and improves eye-hand coordination.

Although the invention has been disclosed above, with regard to particular and preferred embodiments, these are advanced for illustrative purposes only, and are not intended to limit the scope of this invention. For instance, the activity bib of this invention could be integrally incorporated into an article of clothing, such as a T-shirt or jacket. Further, one or more of the various activity means could be constructed so as to be independently removable and reattachable with respect to the activity bib, if desired. These variations remain within the invention as claimed below.

What is claimed is:

1. An activity bib for use by an adult in conjunction with a child, comprising:
  - (a) a base having a front and a back and being adapted for placement on the torso of the adult;
  - (b) means for releasably securing said base to the torso of the adult with said front side facing outwards;
  - (c) one or more activity means mounted on said face side of said base for interaction with the child while in proximity to the adult wherein said at least one activity means comprises color slide activity means including a strap mounted at either end of said face side of said base and a loop slidably constrained on said strap and shiftable between a first and a second position on said strap.
2. The activity bib of claim 1, wherein said strap is divided into segments, each of said strap segments including a loop slidably constrained thereon.
3. The activity bib of claim 2 wherein said plurality of loops are each colored a different color.
4. An activity bib for use by an adult in conjunction with a child, comprising:
  - (a) a base having a front and a back and being adapted for placement on the torso of the adult;
  - (b) means for releasably securing said base to the torso of the adult with said front side facing outwards;
  - (c) one or more activity means mounted on said face side of said base for interaction with the child while in proximity to the adult wherein said activity means comprises a pocket activity means attached to said face side of said base.
5. An activity bib for use by an adult in conjunction with a child, comprising:
  - (a) a base having a front and a back and being adapted for placement on the torso of the adult;
  - (b) means for releasably securing said base to the torso of the adult with said front side facing outwards;
  - (c) one or more activity means mounted on said face side of said base for interaction with the child while in proximity to the adult wherein said activity means comprises pull down activity means including a pull down tab resiliently attached at first end

to said base and including a second end adapted for manual manipulation, said pull down tab when in a relaxed position extending through an opening in an activity pad mounted on said face side of said base, said pull down tab being extendable to an exposed position exteriorly of said activity pad.

6. The activity bib of claim 5, wherein said pull down tab includes outwardly facing indicia exteriorly visible when said tab is in said exposed position.

7. An activity bib for use by an adult in conjunction with a child, comprising:

- (a) a base having a front and a back and being adapted for placement on the torso of the adult;
- (b) means for releasably securing said base to the torso of the adult with said front side facing outwards;
- (c) one or more activity means mounted on said face side of said base interaction with the child while in proximity to the adult wherein said activity means comprises digit door activity means including an opening in said base and a flap connected along one edge to said base adjacent to said opening, said flap being movable between an open position exposing said opening and a closed position covering said opening.

8. An activity bib for use by an adult in conjunction with a child, comprising:

- (a) a base having a front and a back and being adapted for placement on the torso of the adult;
- (b) means for releasably securing said base to the torso of the adult with said front side facing outwards;
- (c) one or more activity means mounted on said face side of said base of interaction with the child while in proximity to the adult wherein said activity means comprises texture center activity means having one or more overlays mounted on said base, each of said at least one overlays having a slot and a layer of material beneath said overlay and exposed in said slot, said layer of material having a texture different than the texture of said base.

9. An activity bib for use by an adult in conjunction with a child, comprising:

- (a) a base having a front and a back and being adapted for placement on the torso of the adult;
- (b) means for releasably securing said base to the torso of the adult with said front side facing outwards;
- (c) one or more activity means mounted on said face side of said base for interaction with the child while in proximity to the adult wherein said activity means comprises shape tablet activity means including a tablet mounted on said activity pad and including a portion rotatable between first and second positions and further comprising releasable fastener means each having a different shape for securing said portion in either of said first or second positions.

10. The activity bib of claim 9, wherein said releasable fastener means are not mutually co-extensive.

\* \* \* \* \*

**United States Patent** [19]  
**Maiden-Neset**

[11] **Patent Number:** 4,637,798  
[45] **Date of Patent:** Jan. 20, 1987

[54] **CHILD'S DOLL USEFUL FOR TEACHING  
COUNTING, COLOR IDENTIFICATION,  
AND FOR PROMOTING MANUAL  
DEXTERITY**

3,546,788 12/1970 Drumm ..... 434/260  
3,566,481 3/1971 Causer ..... 434/260  
3,593,433 7/1971 Dillon ..... 434/308 X  
3,949,488 4/1976 Welch ..... 434/308 X

[76] **Inventor:** Mary L. Maiden-Neset, 3072  
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91360

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[21] **Appl. No.:** 667,911

[57] **ABSTRACT**

[22] **Filed:** Nov. 2, 1984

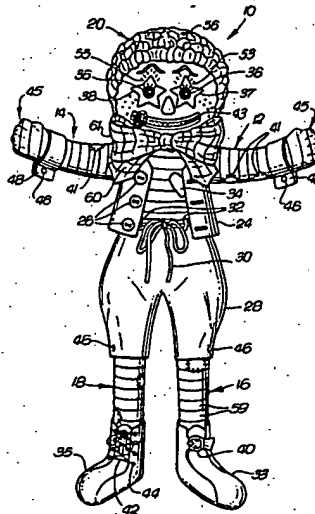
Disclosed is a doll which is useful as a child's plaything, useful for teaching the child to count from 1 through 10, useful for teaching the child to identify colors, and useful to familiarize the child with various wearing apparel fasteners. The doll includes at least 10 groups of distinctive features with each group being made up of a predetermined number of similar features, the predetermined number being one of the numbers from 1 to 10, so that each number from 1 to 10 is represented by at least one such group. The doll further includes a number of distinctly colored areas and a number of different wearing apparel fasteners.

[51] **Int. Cl.** ..... G09B 19/02  
[52] **U.S. Cl.** ..... 434/191; 434/207;  
434/260; 434/308; 446/98  
[58] **Field of Search** ..... 434/191, 207, 260, 308;  
446/98

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**12 Claims, 4 Drawing Figures**



from view when the doll is fully clothed. Thus, in order to count to "9" on the doll, the child must open the buttons 26, untie the bow in belt 30, and partially remove the pants 28 and the vest 24. The child is thereby encouraged to learn both counting and manipulation of these types of fasteners.

The adults can thereafter work with the child until the child grasps the concept of counting with the doll. In a similar manner to that described above, the child can also be taught color identification. Because the doll is brightly colored and an attractive playmate, the child will likely be encouraged to learn color identification. Both parties receive benefit from these procedures and their relationship will likely be strengthened.

As a further feature, the doll encourages manipulation of wearing apparel fasteners. As explained above, in order to learn to count to nine the child must manipulate buttons 26 and the bow in the belt 30. The child will also be encouraged to manipulate zipper 43 in order to view the tongue 50. The child's natural curiosity will also likely compel him to remove various portions of the doll's wearing apparel, and he will thus be encouraged to manipulate snap fasteners 46, the buckle 40 on the shoe 43, and the bow in the shoelace 42.

There are also included a plurality of squares 60 on a bow-tie 61 the doll is wearing. Each square has an area of one square inch. The  $\frac{1}{2}$  inch red and white stripes 59 and the one inch square 60 are used to teach the child units of measure. The bow-tie 61 is attached to the back of the doll's neck by a hook and loop (Velcro) fastener 62 (FIG. 3) which provides additional fastener manipulation experience for the child.

Still further, the child may learn to distinguish right from left since the right shoe 35 has laces 42 while the left shoe 33 has a buckle 40. Similarly, the left arm has two patches while the right arm has one patch.

As will be appreciated by those skilled in the art, many modifications and variations of the doll are possible. By way of example and not of limitation, it would be possible to include some wearing apparel fasteners and not others, some colors and not others, or a greater or lesser number of groups of distinctive features. Accordingly, other modifications and variations of the invention are possible and the terms and expressions used herein are terms of description only and not of limitation, the invention being limited only by the scope of the claims which follow.

What is claimed is:

1. A doll useful as a child's plaything and also for teaching a child to count from 1 through 10, comprising:

- a. two legs, two arms, a torso, and a head portion; and
- b. at least ten groups of distinctive features, each group comprising a predetermined number of similar features, and said predetermined number being one of the numbers from one to ten so that each number from one to ten is represented by at least one such group;

wherein said ten groups comprise the following features:

- a. one heart-shaped area;
- b. two eyes;
- c. three stars;
- d. four snap fasteners;
- e. five distinct points on each of said stars;
- f. six eyelashes over one of the eyes;
- g. seven eyelashes over the other of the eyes;
- h. eight shoe eyelets;

- i. nine distinct patches;
- j. ten distinct fingers.

2. The doll of claim 1 wherein:

- a. said heart-shaped area is red;
- b. said two eyes are black and are each surrounded by one of said stars;
- c. said stars are yellow;
- d. said limbs are red and white striped;
- e. said eyelashes are black;
- f. said eyelets are white;
- g. said patches are green.

3. A doll useful as a child's plaything, useful for teaching the child to count from one to ten, and useful to improve a child's manual dexterity and familiarize the child with various types of wearing apparel fasteners, comprising:

- a. two legs, two arms, a torso, a shoelace and a head portion;
- b. at least ten groups of distinctive features, each group comprising a predetermined number of similar features, and said predetermined number being one of the numbers from one to ten so that each number from one through ten is represented by one such group;
- c. at least one zipper;
- d. at least one snap fastener;
- e. a removable belt which can be tied in a bow;
- f. at least one buckle fastener;
- g. a series of shoe eyelets through which the shoelace can be passed, wherein the shoelace can be tied in a bow;

wherein the ten distinct groups comprise the following features:

- a. one heart-shaped area on the torso;
- b. two star-shaped eyes;
- c. three stars wherein two of said stars form a portion of said pair of star-shaped eyes;
- d. four snap fasteners;
- e. five points on at least one of said stars;
- f. six eyelashes over one eye;
- g. seven eyelashes over the other eye;
- h. eight shoe eyelets;
- i. nine patches;
- j. ten fingers.

4. The doll of claim 3 wherein at least one of the patches is located on a portion of the doll which is hidden from view when the doll is fully clothed such that at least one of a bow or a button must be unfastened in order to view said patch.

5. A doll useful as a child's plaything, useful for teaching the child to count from one to ten, and useful for teaching the child to identify colors, comprising at least ten groups of distinctive features, each group comprising a predetermined number of similar features, and said predetermined number being one of the numbers from one to ten, so that each number from one to ten is represented by one such group, wherein the color of each of said features within said group is the same and wherein said groups comprise the following:

- a. one red heart-shaped area;
- b. two yellow star-shaped eyes;
- c. three yellow buttons;
- d. four purple snap fasteners;
- e. five distinct points on each star;
- f. six black eyelashes over one of two eyes;
- g. seven black eyelashes over the other eye;
- h. eight white eyelets on a shoe;
- i. nine green patches; and

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j. ten red and white striped fingers.

6. A doll useful as a child's plaything, for teaching the child to count from 1 through 10, useful to familiarize the child with various types of wearing apparel fasteners, and useful for teaching a child to identify eight basic colors, comprising:

- a. two legs, two arms, a torso, and a head portion;
- b. at least 10 groups of distinctive features with each group being made up of a unique number of similar features, said unique number being one of the numbers from 1 to 10, so that each number from 1 to 10 is represented by one such group, wherein the color of each of said features within each said group is the same and is one of red, black, yellow, white, green, or red and white striped; and
- c. said doll further includes at least one zipper, at least one snap fastener, a removable belt which can be tied in a bow, a buckle fastener, and a shoelace and a series of shoe eyelets, through which the shoelace can be passed and tied in a bow; and further including portions of the doll which are any of purple, brown, orange or blue; and wherein said groups comprise:
  - a. one heart-shaped red area on the torso;
  - b. two star-shaped eyes with black irises;
  - c. three yellow stars wherein two of said stars form a portion of said star-shaped eyes;
  - d. four red and white striped limbs;
  - e. five points on each of said stars;
  - f. six black eyelashes over one eye;
  - g. seven black eyelashes over the other eye;
  - h. eight white shoe eyelets;
  - i. nine green patches;
  - j. ten distinct fingers.

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7. The doll of claim 6 further including orange hair, a blue belt, and shoes which are brown and purple.

8. The doll of claim 6, wherein:

- a. the zipper is located so as to correspond to the doll's mouth and when the zipper is opened a tongue is revealed;
- b. said fasteners are located on each of the lower ends of each pant leg of a doll's pants and also on a cuff which the doll wears on each wrist, the pants and cuffs both being removable;
- c. said belt is threaded through a set of belt loops at the waist portion of the doll's pants;
- d. said buckle fastener is located on a shoe which can be removed from the doll's foot;
- e. said buttons are located on a removable vest;
- f. said shoe eyelets are located on a removable shoe.

9. The doll of claim 6 wherein a portion of the doll corresponding to the hair is orange, a portion corresponding to the eyes is both yellow and black, a portion corresponding to the nose and mouth is red, the doll has a number of green patches on its outer surface, a removable belt is blue, and wherein the doll has red and white stripes on the outer surface of its body and a pair of removable shoes which are purple on the majority of the outer surface thereof and brown on the exterior sole portion thereof.

10. The doll of claim 6 wherein at least one of said features is located on a portion of the doll which is hidden from view when the doll is fully clothed such that at least one of a bow or a button must be unfastened in order to view said feature.

11. The doll of claim 6 further comprising indicia of units of measurement.

12. The doll of claim 6 further comprising indicia for distinguishing right from left.

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July 5, 1966

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3,258,858

ARTICLES OF WEARING APPAREL FOR TRAINING

Filed Oct. 13, 1965

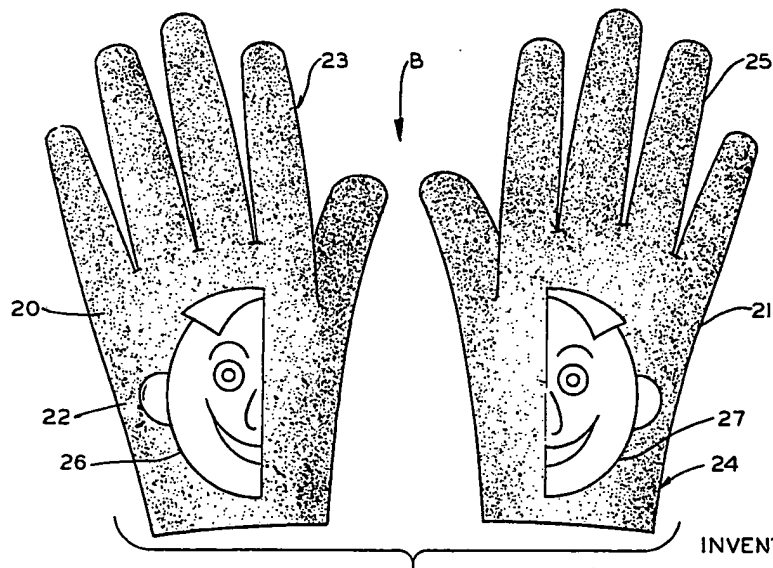
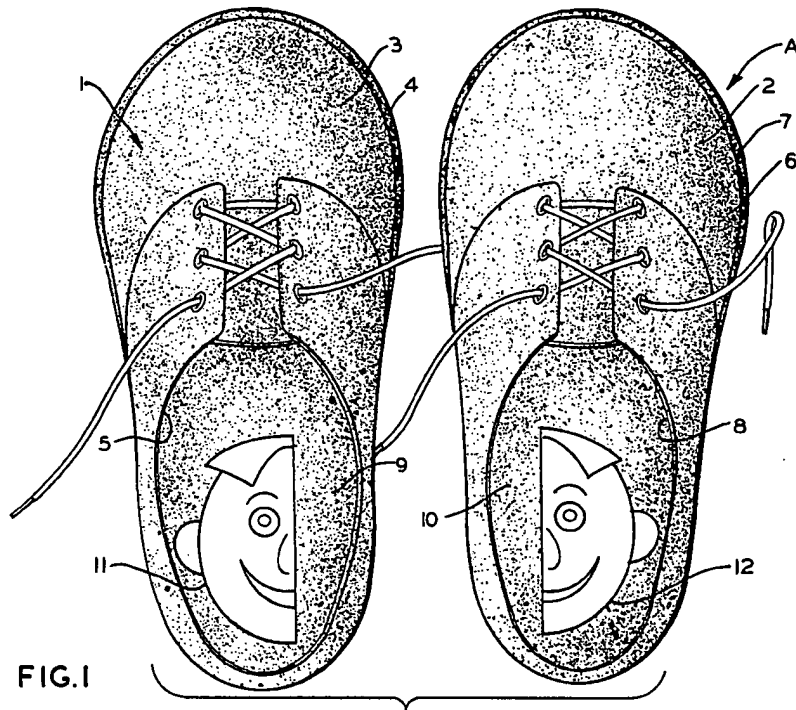


FIG. 2

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## 3,258,858 ARTICLES OF WEARING APPAREL FOR TRAINING

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5 Claims. (Cl. 36—1)

This invention relates in general to certain new and useful improvements in articles of wearing apparel and more particularly to a method and device for designating left and right sections forming a pair of articles of wearing apparel.

Children often encounter difficulty in determining which shoe of a pair fits the left foot and which shoe fits the right foot. The same problem often arises in the case of gloves where the child has difficulty in determining which glove fits the right hand and which glove fits the left hand. It seems that children have little or no difficulty in slipping the particular article on the body. However, because of the similarity of sizes and shapes of each member of a pair of gloves or shoes, confusion often arises in the mind of the child. Because of this similarity in the articles of a pair, it is often quite difficult to train the child to put the proper article on the proper appendage.

It is, therefore, a primary object of the present invention to provide a pair of articles fitting left and right appendages of the body which enable a child to easily determine which of the articles of the pair fit the left and right appendages.

It is another object of the present invention to provide a pair of articles of wearing apparel of the type stated, which aid in training a child to determine which of the articles fits the left and which of the articles fits the right appendages.

It is a further object of the present invention to provide a pair of articles of wearing apparel of the type stated which can be rapidly and inexpensively manufactured and which has a unique aesthetic appearance.

It is an additional object of the present invention to provide a method of instructing children and teaching them to determine which article of a pair of articles of wearing apparel fits the left and right appendages.

It is also an object of the present invention to provide a method of the type stated which substantially reduces the supervision required for a child to place the proper article of a pair on the proper appendage of the body.

With the above and other objects in view, my invention resides in the novel features of form, construction, arrangement and combination of parts presently described and pointed out in the claims.

In the accompanying drawings (1 Sheet):

FIGURE 1 is a top plan view of a pair of shoes constructed in accordance with and embodying the present invention and illustrating the right half of a design applied to the right shoe and the left half of a design applied to the left shoe; and

FIGURE 2 is a top plan view of a pair of gloves constructed in accordance with and embodying the present invention and illustrating the right half of a design applied to the right glove and the left half of a design applied to the left glove.

Generally speaking, the present invention relates to a pair of articles having left and right sections, such as shoes and gloves. Each of the articles forming part of the pair is provided with a familiar design to children where the left article is provided with the left half of the design and the right article is provided with the right half of the design. The child viewing the article knows that the left half of the design is associated with the left half of the body and the right half of the design is asso-

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ciated with the right half of the body. Accordingly, the child is capable of recognizing that the article having the left half of the design such as the left shoe fits the left foot and the right half of the design on the right shoe fits the right foot.

Referring now in more detail and by reference characters to the drawings which illustrate practical embodiments of the present invention, A designates a pair of shoes comprising a left shoe 1 and a right shoe 2. The actual construction of the body of the shoe is conventional and is, therefore, not described in detail herein. The left shoe 1 generally comprises a shoe upper 3 mounted on a sole 4 and having a foot receiving aperture 5. The right shoe generally comprises a shoe upper 6 mounted on a sole 7 and having a foot receiving aperture 8. The shoes 1, 2 may be provided with innersoles, etc. (not shown). Each of the shoes 1, 2 is also provided with inner pads or so-called "sock liners" 9, 10 respectively.

Imprinted on or otherwise affixed to the upper surface of the inner pad 9 in the region of the shoe receiving aperture 5 is the left half of a design 11. Also imprinted on or otherwise affixed to the inner pad 10 in the region of the foot receiving aperture 8 is the right half of a design 12. The left and right halves 11, 12, respectively of the design are located in the region of the foot receiving apertures 5, 8 respectively so that they are easily visible by the wearer. By further reference to FIGURE 1, it can be seen that the design selected is a face and that the left half of the face is imprinted on the inner pad 9 of the left shoe 1 and the right half of the face is imprinted on the inner pad 10 of the right shoe 2.

The designs 11, 12 are preferably located near the inner margins of the sock liners 9, 10, respectively so that when the two shoes 1, 2 are placed in side-by-side relationship, the two design halves 11, 12, when viewed from a standing position, appear as a single design. In this manner, it is easy for a child to determine by visual appearance which half of the design is the left half and which half is the right half. The child would immediately recognize the error of selection of the right and left shoe if the design halves did not match.

In this connection, it should be recognized that the design can be imprinted on the pads by means of a stencil or any other conventional printing means known in the printing art. It should also be recognized that the designs may be on a suitable backing which can be applied by a conventional adhesive. Furthermore, the design may be imprinted on a decal which may be applied to the inner pads. The present invention is not limited to any particular method of applying each of the halves of the designs to the respective shoes. With regard to the design itself, it should be understood that any suitable design may be employed and the invention is not limited to the face illustrated in the drawings. Any design which is capable of being divided into two halves which are easily recognizable by a child as being left and right halves can be employed in the present invention. The present invention is not necessarily limited to the placing of the design on the inner pad of the shoe and the design may be placed in any convenient location as desired. For example, the halves of the design may be placed on the outer surface of the shoe uppers if they lend an aesthetic appearance to the shoes.

In use, the child attempting to put on a pair of the shoes of the present invention will recognize that the shoe 1 having the left half 11 of the design is associated with the left side of the body and will fit the left foot. Similarly, the child will recognize that the shoe 2 having the right half 12 of the design is associated with the right side of the body and will fit the right foot. In this manner, the child can put on his own pair of shoes without the supervision



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of an older person. By continually wearing shoes of this type, the child will soon learn which of the shoes is to be worn on the left foot and which of the shoes is to be worn on the right foot.

It is also possible to provide a pair of gloves B having a left glove 20 and a right glove 21 which are constructed in accordance with and embody the present invention and which are illustrated in FIGURE 2. The actual construction of the body of the gloves is conventional and is, therefore, not described in detail herein. The left glove 20 includes a hand portion 22 with the fingers 23. The right glove 21 includes a hand portion 24 with the fingers 25.

Imprinted on or otherwise affixed to the upper surface of the hand portion 22 of the glove 20 is the left half 26 of a design. Also imprinted on or otherwise affixed to the upper surface of the hand portion 24 of the glove 21 is the right half 27 of the design. The design employed in the gloves is similar to the design employed to the shoes A and may also be affixed in the same manner that the design halves are affixed to the left and right shoes 1, 2. The criteria for the selection of the design in the gloves B is the same criteria for selecting the design in the shoes A. It should also be recognized that the design halves may be placed in any suitable location on each of the gloves 20, 21 and the design is not limited to the position as illustrated.

In use, the child attempting to put on a pair of the gloves of the present invention will recognize that the glove 20 having the left half 26 of the design is associated with the left side of the body and will fit the left hand. Similarly, the child will recognize that the glove 21 having the right half 27 of the design is associated with the right side of the body and will fit the glove 21 on the right hand. In this manner, the child can be educated in the same manner as with the use of the shoes A.

It should be recognized that the present invention is not limited to the articles of wearing apparel illustrated, namely shoes and gloves. The present invention can be used with any article of wearing apparel having left and right sections.

It should be understood that changes and modifications in the form, construction, arrangement and combination of parts presently described and pointed out in the claims can be made and substituted for those herein shown without departing from the nature and principle of my invention.

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Having thus described my invention, what I desire to claim and secure by Letters Patent is:

1. An article of wearing apparel having left and right sections capable of fitting and being placed over left and right appendages of the body, respectively, which appendages are adapted to receive the same, said left section having a left half portion of a design, said right section having a right half portion of the same design, so that if said left and right half portions are placed immediately adjacent to each other said portions coact to produce a total unitary design and when said sections are separated said portions appear as complementary halves of the same design substantially separated by a centerline, said left and right half portions of the design being so located on the left and right sections of the article so that the wearer of this article is capable of distinguishing between left and right sections by visual alignment of the left half portion of the design with the right half portion of the design, thereby properly placing the left and right sections with respect to each other and with respect to the proper appendages of the body.

2. The articles of wearing apparel of claim 1, wherein the articles are shoes.

3. The articles of wearing apparel of claim 1 wherein the articles are gloves.

4. The articles of wearing apparel of claim 2, wherein the left half of the design is placed on the upper surface of the inner pad of the left shoe and the right half of the design is placed on the upper surface of the inner pad of the right shoe.

5. The articles of wearing apparel of claim 3, wherein the right half of the design is placed on the upper surface of the right hand glove and the left half of the design is placed on the upper surface of the left hand glove.

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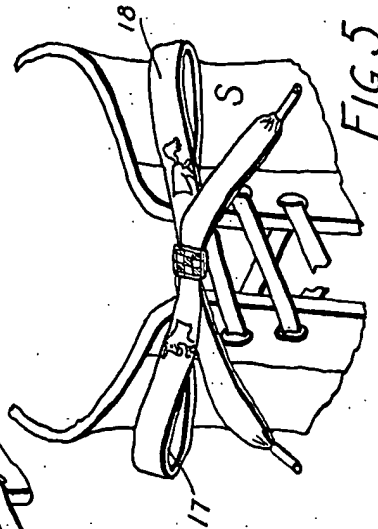
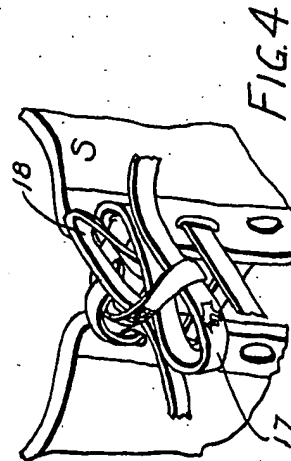
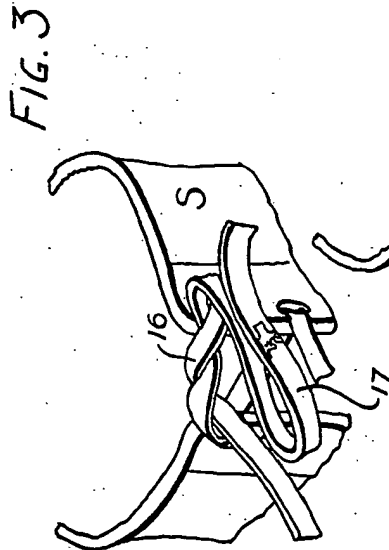
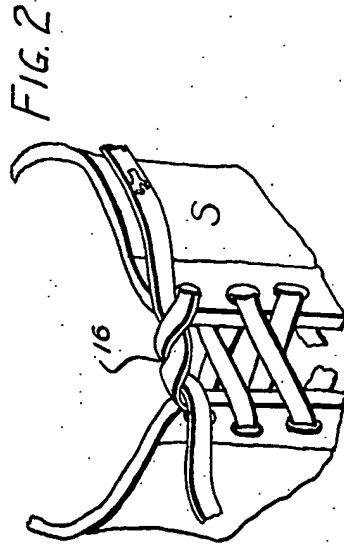
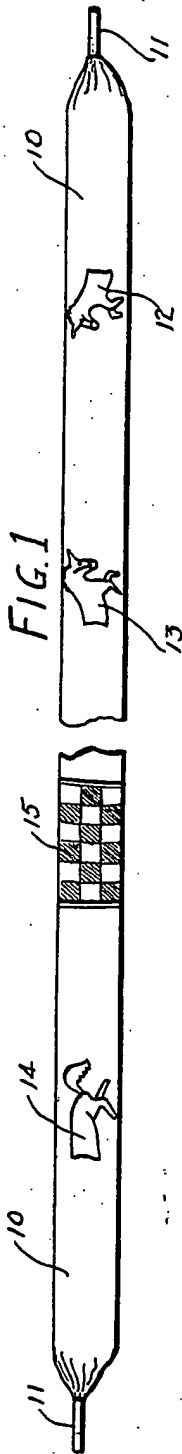
JORDAN FRANKLIN, *Primary Examiner*.

PATRICK D. LAWSON, *Examiner*.

July 28, 1953

E. B. MILLER  
EDUCATIONAL SHOELACE  
Filed March 6, 1950

2,646,630



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## UNITED STATES PATENT OFFICE

2,646,630

## EDUCATIONAL SHOELACE

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Application March 6, 1950, Serial No. 147,875

2 Claims. (Cl. 35-1)

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This invention relates to educational devices and has more particular reference to educational devices for teaching children how to tie bowknots, such as those made in tying shoe laces, bow ties, hair ribbons, and the like.

One object of the invention is to provide a novel educational device for teaching children how to tie bowknots.

Another object of the invention is to provide a device in the form of an elongated strip of material, such as a shoe lace, bow tie, hair ribbon, or the like having indicia in the form of markings or pictorial representations thereon appropriately spaced from the ends of the strip and from each other to act as manipulating guide markers in tying bowknots.

A further and more particular object is to provide an educational shoe lace having pictorial representations thereon especially provided for teaching children how to tie a bowknot therein.

Other objects and advantages of the invention will appear in the following specification, when considered in connection with the accompanying drawing, wherein:

Fig. 1 is a plan view, with parts broken away, of a shoe lace embodying the invention, and

Figs. 2, 3, 4, and 5 are fragmentary views showing the shoe lace of Fig. 1 applied to a child's shoe and illustrating successive steps in tying a double bowknot.

In general, the present invention comprises a device in the form of an elongated strip of material, such as a shoe lace, bow tie, hair ribbon, or the like, having indicia in the form of markings or pictorial illustrations thereon and appropriately spaced from the ends of the strip and from each other to act as manipulating guide markers to show how the respective ends of the strip are to be manipulated in order to tie them into a bowknot.

It is difficult for some people to learn how to tie bowknots; particularly, for children to learn how to tie bowknots in their shoe laces. For the purpose of illustration, the invention will be described as applied to a shoe lace for teaching children how to tie bowknots therein.

Referring now to the drawing, there is shown, in Fig. 1, a shoe lace embodying the invention and comprising an elongated, flexible strip 10 having the usual metal tips 11 secured to each end and having spaced indicia or guide markers 12 and 13 on the right hand end portion, and indicia or guide markers 14 and 15 on the left hand end portion of the strip.

The elongated strip 10 may be made of any

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suitable material such as plastic, leather, or cloth, and, in the case of a shoe lace, it may be provided with metal tips, if desired. In the particular embodiment of the invention illustrated, the lace is made of flat braided material.

The guide markers or indicia may be in the form of any kind of mark or pictorial illustration. In the illustrated example, each of the markers 12 and 13 is shown as being a pictorial representation of the front half of a horse; while the marker 14 is a pictorial representation of the rear half of a horse; and the marker 15 is a pictorial representation of a horse blanket. These markers or pictorial representations are applied to both sides of the strip and may be made in any suitable manner, such as by printing, painting, weaving, or by embroidering. Also, they may be suitably colored to make them contrast with the color of the shoe lace or strip. In the particular embodiment illustrated, the pictorial representations are printed on both sides of the lace in colors contrasting with the color of the lace. It will be noted that the markers 12 and 13 show the front part of a horse with the heads facing each other; while the marker 14 shows the rear end of the horse with the tail pointed toward the blanket 15. This arrangement of the illustrations is such as to teach a child how to form a bowknot by manipulating the right and left hand ends of the lace.

Figs. 2 to 5 inclusive, illustrate the successive steps in tying a bowknot in the shoe lace shown in Fig. 1, after it has been laced into a shoe S. In Fig. 2, the lace is shown as being tied into an ordinary single knot 16 with the ends extending in opposite directions. The next step in forming a double bowknot is illustrated in Fig. 3. In that illustration, the right hand end portion of the lace is shown as being folded upon itself to bring the two horses' heads together to form a bight or loop 17, ready to be tied by the left hand end portion of the lace. The next step, shown in Fig. 4, is to wrap the blanket portion 15 of the left hand end of the lace around the bight or loop 17 at a point just behind the horses' heads to simulate placing the blanket on the visible horse. Then, the left end portion of the lace is doubled upon itself adjacent to the horse's tail, leaving the tail visible and the bight, with the tail acting as a guide, is pulled or threaded through the bight formed by the applied blanket portion of the lace to form the second loop 18 of the double bowknot, as shown in Fig. 5. When the two loops 17 and 18 are pulled tight, it will be noted that the lace and ends of the lace

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will be of about the same length, thus providing a neat and symmetrical double bowknot. When a double bowknot is formed in the manner described, the horse's tail will appear on its bow loop 18 as pointing in the right direction relative to the head portion on the loop 17. The prescribed procedure will appeal to the mental faculties of any child. The successive steps involving matching the horse heads; placing the blanket; and threading the tail under the blanket, can easily be remembered, once the instructions are made clear. The spacings of the indicia are such as to make it possible for any person to tie double bow-knots in which the loops or bights are of uniform length and symmetrical appearance. Furthermore, the construction will enable a child to learn to tie bowknots in a fraction of the time ordinarily required for that purpose.

Obviously, the invention is not limited to the application of markers or indicia on shoe laces. It can be applied to the tying of bow ties, hair ribbons, dress sashes, and the like. Moreover, the markers or indicia may be in the form of any desired pictorial illustrations or suitable markings which serve the same purpose. It is contemplated that the pictorial illustrations may include a wide variety of mammalia, birds, insects, and the like, to appeal to children.

What is claimed is:

1. An educational shoe lace for teaching children to tie a bow knot having indicia in the form of pictorial representations on one end portion of the lace so spaced that when said end portion is folded upon itself to bring the indicia face to face a bow loop is formed; and

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having indicia also in the form of pictorial representations on the other end portion of the lace to provide a guide for threading said other end portion behind the loop to form a double bow knot, said pictorial representations being so spaced and fragmented that when the bow is properly tied a unitary pictorial representation is attained.

2. An educational shoe lace, as set forth in claim 1, wherein said first named indicia consists of a pair of spaced pictorial illustrations of the head portion of a horse with the horses' heads facing each other and said second named indicia consists of a pair of spaced pictorial illustrations of a horse blanket and the tail portion of a horse, respectively, with the illustration of the horse blanket farthest from the end of the lace, the arrangement of said illustrations being such as to teach the order in which the respective end portions of the lace are to be manipulated to form a symmetrical double bow knot.

EDNA BARLOW MILLER.

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EDUCATIONAL BOOK STRUCTURE

Filed Jan. 19, 1949

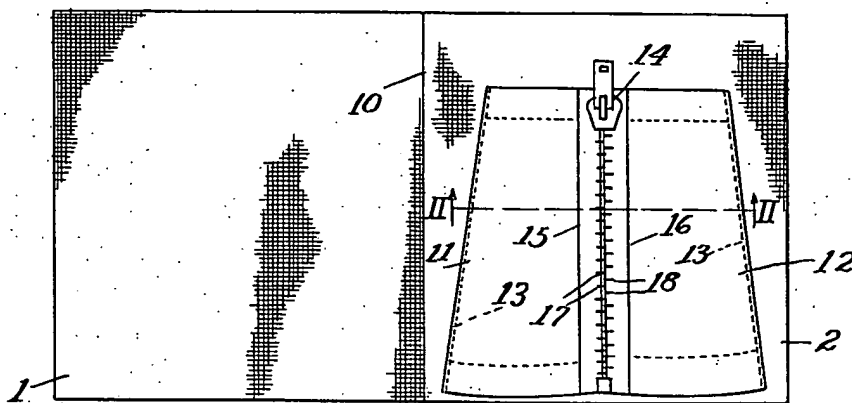


Fig. 1.

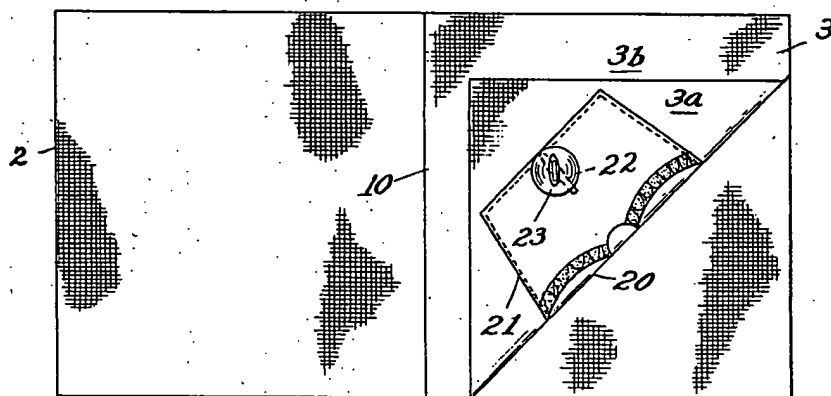


Fig. 4.

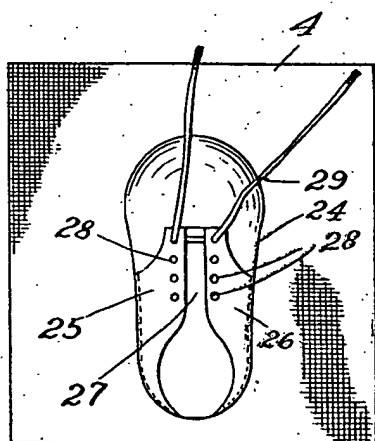


Fig. 5.

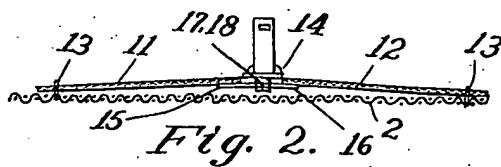


Fig. 2.

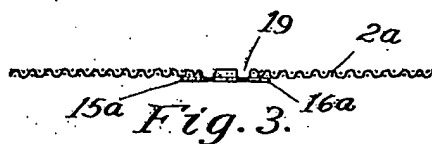


Fig. 3.

Inventor

Kathryn K. Clark

By  
Christy, Parmelee and Strickland

Attorneys

## UNITED STATES PATENT OFFICE

2,527,242

## EDUCATIONAL BOOK STRUCTURE

Kathryn K. Clark, Avon, N. Y.

Application January 19, 1949, Serial No. 71,633

3 Claims. (Cl. 35-56)

1

My invention relates to a book entitled "All By Self," which is designed to serve as an educational device for young children. The invention consists in certain new and useful improvements in book construction, wherein certain pages of the book are formed of a plurality of page portions severally formed as elements of wearing apparel in miniature, and equipped with fastening means that are manipulative for uniting and disuniting said elements of wearing apparel, in simulation of the operations required for a child to dress and undress itself.

The invention will be understood upon reference to the accompanying drawings, illustrating a book that comprises an exemplary embodiment of the invention, wherein:

Figure 1 is a view of the book in open position, showing two of the pages in plan;

Figure 2 is a fragmentary view of one of the pages of the book in cross section, as seen on the plane II-II of Figure 1 and to larger scale;

Figure 3 is a view comparable with Figure 2, illustrating a modification in structural detail;

Figure 4 is a view comparable with Figure 1, showing the book opened at another page and illustrating a modification; and

Figure 5 is a view in plan of a single page of the book, illustrating still another modification.

Referring to the drawings, the book will be understood to consist of a plurality of pages 1, 2, 3, 4, etc., formed of fabric, or other suitable material which is flexible yet tough and durable against tearing and the rough usage to which a child may subject the book. The several pages of the book may be united by stitching, or other conventional means within the ken of the book binder, so that the book may be laid open as shown in Figures 1 and 2, and the pages turned one by one on the medial line 10 of the book. In this case the fabric and structure of the book is such as to permit the book to be laundered and thus kept in cleanly condition.

In Figures 1 and 2, page 2 of the book is shown to be formed of a basal page section to which two portions 11 and 12 are firmly attached, as by means of two outer lines of stitching 13. The two portions 11 and 12 are formed of fabric in simulation of a skirt, equipped with a hookless or slide fastener 14 of conventional structure, whose two tape elements 15 and 16 are severally secured to the adjacent edges of the skirt portions 11 and 12 and equipped with lines of complementary fastener elements or "buckets" 17 and 18 adapted to be engaged and disengaged

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by the movement of the slide 14 therealong. Upon moving the slide 14 downward from the position in which it is shown in Figure 1, the two lines of fastener elements are disengaged and the two skirt portions 11 and 12 are separated after the manner that a normal skirt or other piece of wearing apparel is separated preparatory to applying it to or removing it from the person. Alternately, by moving the slide 14 upward the two lines of fastener elements are engaged and the two skirt portions 11 and 12 united, as the normal parts of a piece of apparel are united for wear. A child, by manipulating and "playing" with the slide fastener, will by practice learn to engage and disengage the two portions 11 and 12, which are in this case presented in the form of a miniature skirt, and, thus by practice and by mental association of the page with an actual article of wearing apparel (a skirt in this case), will quickly learn the fundamental motions required to apply or remove the actual article of wearing apparel, as it must do in learning to dress or undress itself.

On page 1, opposite to the page bearing the miniature article of wearing apparel, appropriate pertinent legends may be printed or otherwise applied, further to enhance the primary education of the child using the book.

In Figure 3, I illustrate that the body of the page (2a) may itself be medially parted, as at 19, and the two tapes 15a and 16a of the slide fastener elements may be stitched severally to the adjacent edges of the page sections. The representation of the two portions 11 and 12 of the article of wearing apparel, which in Figures 1 and 2 are shown as independent page portions (11 and 12) stitched to the page body 2, may be applied by stenciling, printing or other form of application, to the face of the page, whereby the desired instructive or educational results may be obtained.

There is a wide variety of representations of wearing apparel that may be incorporated in the multipart pages of the book of this invention, and many structural modifications are permissible without departing from the essence of the invention defined in the appended claims. It is unnecessary to an understanding of the invention that all of the modifications contemplated be illustrated and described, and it will suffice for those skilled in the art to consider the structures shown in Figures 4 and 5.

In Figure 4, I illustrate that the page 3 may be creased and folded along the line 20, bringing a page portion 3a into overlapped position

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upon page portion 3b. Upon the up-faced area of the page portion 3a the representation in miniature of a pair of panties or drawers 21 is applied. A button hole 22 is formed in the page portion 3a, while a button 23 is sewed or otherwise secured to the page portion 3b immediately beneath said button hole. By proper manipulations a child may learn to button and unbutton the two page portions 3a and 3b, and soon learn how to use its accomplishment in applying or removing buttoned articles of wearing apparel while dressing and undressing itself. While the article of apparel 21 is in this instance formed of cloth stitched upon the cloth page portion 3a, it will be understood that the article 21 may consist in an applique of printing or the like.

In Figure 5, page 4 of the book is shown as bearing the representation of a boot or shoe 24, with the top or upper portions 25 and 26 thereof separated, as at 27, and provided with eyes or eyelets 28 adapted to be united in usual way by means of a shoe lace 29. The top or upper portions 25 and 26 may be independent elements united to the face of the page by stitching, with the remainder of the shoe body depicted by a printed application to the page. Alternately, the entire body of the shoe may be applied to the page by printing, or the like, and the substance of the page deleted where required to provide the separation 27. The perforations 28 are, in such case, formed in the body of the page in proper relation with respect to the shoe represented. The use of the structure in teaching a child to lace and unlace its shoes is manifest.

#### I claim:

1. A device for teaching a child the successive manipulations required for dressing and undressing itself, comprising a book having a plurality of pages which each include as permanent elements two relatively movable page portions formed as complementary parts of an item of wearing apparel in miniature, fastening means on one of said page portions, and complementary fastening means on the other of said page por-

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tions adapted by manipulation to unite and dis-unite such portions.

2. A device for teaching a child the successive manipulations required for dressing and undressing itself, comprising a book having a plurality of pages which each include as permanent elements two relatively movable page portions formed as complementary parts of an item of wearing apparel in miniature, and fastening means manipulative for uniting and disuniting said page portions in simulation of the operation incident to a child dressing and undressing itself.

3. A page for a book adapted to teach a child the successive manipulations required for dressing and undressing itself, said page comprising a supporting sheet having secured thereto and constituting a permanent element thereof a relatively movable part which with other elements appearing on the page forms an illustration of an article of apparel, the movable part being manipulatable to render the illustration simulative of the article in either its applied or unapplied condition whereby a child may use the same to perform at least some of the movements associated with the wearing or removal of the simulated apparel.

KATHRYN K. CLARK.

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2,501,902	Howell	Mar. 28, 1950

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"The Montessori Method" by Maria Montessori translated from Italian by Anne E. George, 6th ed., Frederick A. Stokes Co., N. Y. 1912, pages 144 and 145

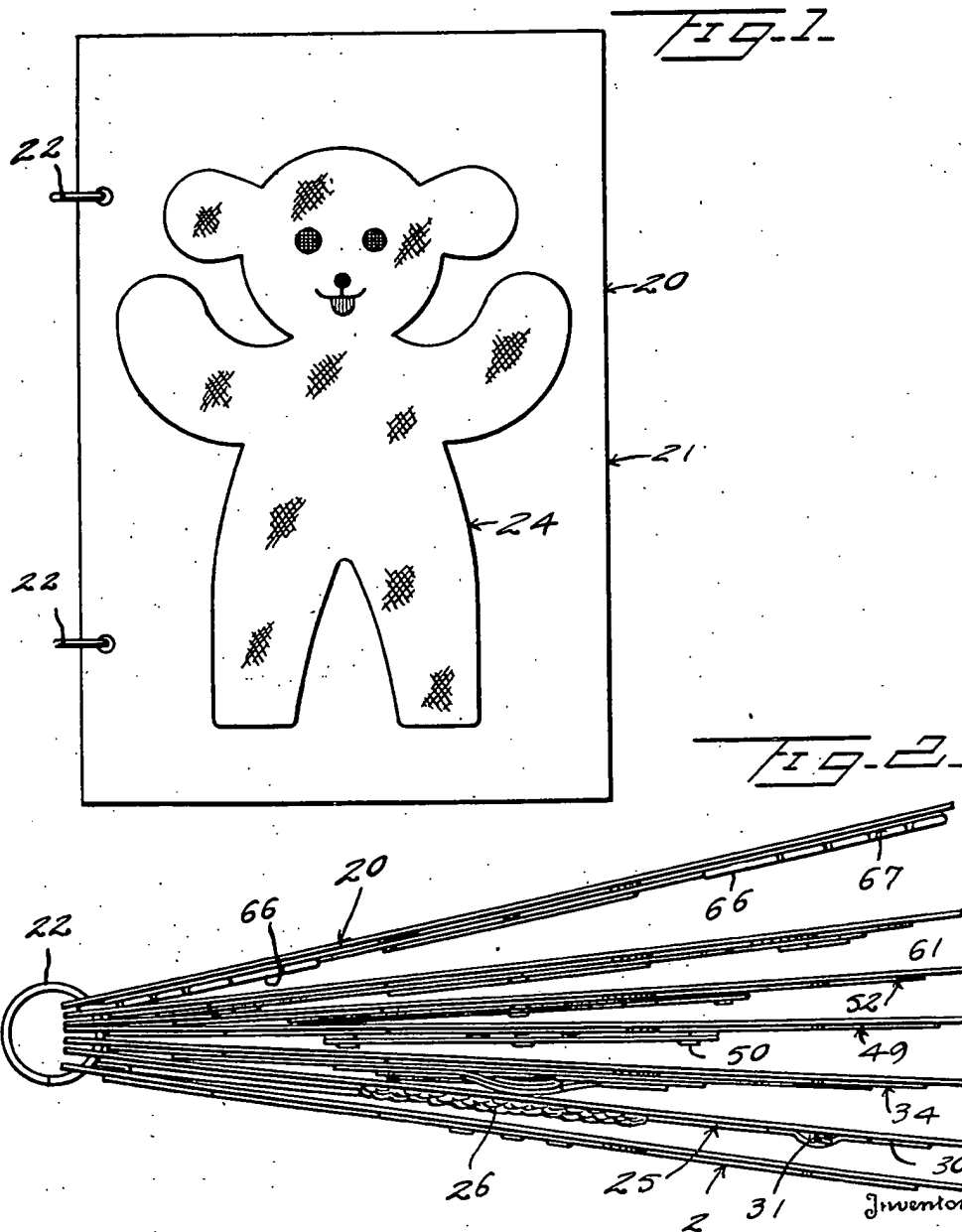
March 28, 1950

J. B. HOWELL  
EDUCATIONAL TOY

2,501,902

Filed Dec. 1, 1947

4 Sheets-Sheet 1



Judy B. Howell

By  
Kimmel & Crowell Attys.



**2,501,902**

**4 Sheets-Sheet 2**



5

In Figure 7 the Teddy bear 24 is shown as clothed for outdoors. Adjacent outer garment sections 59 and 60 are carried by the figure 24 on this sixth page 61 of the book. The adjacent garment sections 59 and 60 are secured together along their adjacent edges by a zipper fastener, including a slider 62. Interengaging locking teeth 64 are carried by the adjacent edges of the garment members 59 and 60 and are engageable with each other by the operation or sliding movement of the slider 62 along the length of the interengaging members in the conventional manner.

In Figure 8 the Teddy bear 24 is shown as fully clothed for the outdoors and is provided with a pair of gloves 66. The gloves 66 are the conventional type gloves and are carried on the figure 24 by securing the back of the gloves to the page 67 in their proper relation to the outstretched hands. With the back of the gloves thus secure, the hand of the student may be inserted into the gloves, although the gloves may not be readily removed from the figure 24 or from the book.

With the use of this educational book 20, the various stages of dressing are shown to a student in their successive relation. While the separate garments used in the successive stages are not carried at any one place in the book altogether on one figure, the various figures exemplify the figure 24 as it would appear as clothed up to that stage which is pictured on the certain page at which the book is opened.

I do not mean to confine myself to the exact details of construction herein disclosed, but claim all variations falling within the purview of the appended claims.

What I claim is:

1. An educational toy comprising substantially rigid pages hingedly connected together along one edge thereof, a figure on each of said pages, said pages having portions of articles of clothing on said figure and correlated interengaging fastening means carried by the adjacent edges of said portions of clothing on each page for securing said portions together.

2. An educational toy comprising a book having a plurality of pages, a figure on each of said pages, a clothing element secured to certain of said pages about said figure, means securing the marginal edge of said clothing element to said page, and interengaging fastening means carried by said clothing element.

3. An educational toy comprising a book having a plurality of pages, a figure on each of said

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pages, fragmental clothing elements secured along the marginal edges thereof to each of said pages about said figure, and correlated interengaging fastening means carried by said fragmental clothing elements.

4. An educational toy comprising a book having a plurality of pages, a figure on each of said pages, fragmental clothing elements secured along the marginal edges thereof to each of said pages about said figure, in proper clothing relation thereto, and correlated interengaging fastening means carried by said fragmental clothing elements.

5. An educational toy comprising a book having a plurality of pages, a figure on each of said pages, fragmental clothing elements secured along the marginal edges thereof to said pages in proper relation to said figure, the clothing elements on successive pages embodying clothing elements of the successive stages of dressing, and fastening means for said clothing elements on each of said successive stages.

6. An educational toy comprising a book having a plurality of pages, a figure on each of said pages, fragmental clothing elements secured along the marginal edges thereof to certain of said pages in clothing relation to said figure, the clothing elements of the successive pages embodying clothing elements of the successive stages of dressing, and fastening means for said clothing elements of each of said successive stages, the clothing elements of each of said pages embodying fastening means peculiar to that style of clothing elements as differentiated from the fastening means of clothing elements of adjacent pages.

JUDY BELLAMY HOWELL.

#### REFERENCES CITED

The following references are of record in the file of this patent:

#### UNITED STATES PATENTS

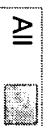
Number	Name	Date
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1,767,090	Miller	June 24, 1930
2,143,294	Whiting	Jan. 10, 1939

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"The Montessori Method" by Maria Montessori; translated by Anne E. George; 6th ed.; Frederick A. Stokes Co., N. Y., 1912. Copy in Div. 53. Pages 145, 146 and illustrations facing pages 145, 200.



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## SQUEAK E. MOUSE THE DRESS UP MOUSE!

Dr. Toy Winner and Parenting Magazine TOY OF THE YEAR 2000

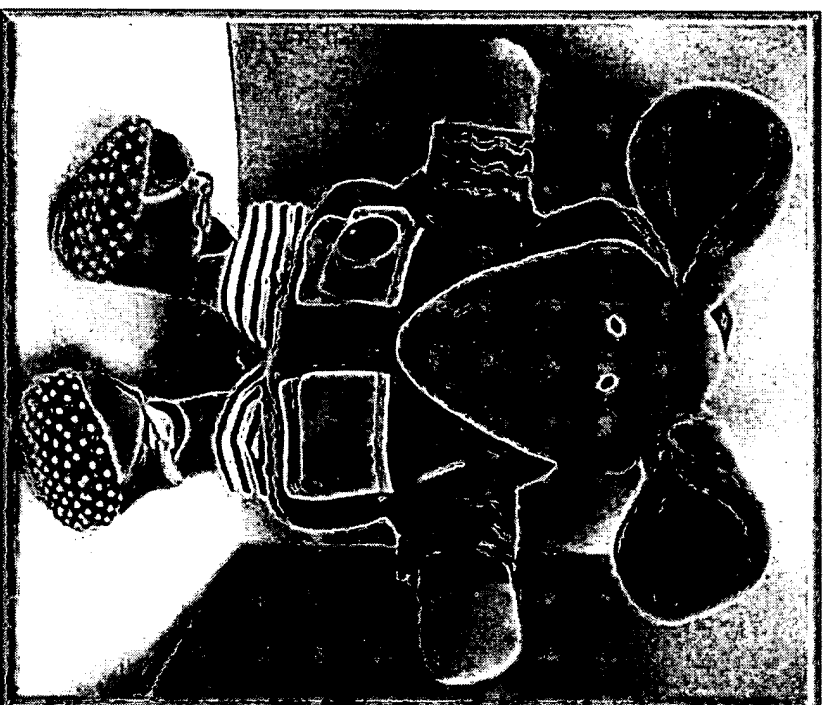
It all began back in the nineteen seventies...educational television was breaking ground, specials such as Free To Be You And Me were praised and learning toys such as Dressy Bessy became popular. Well, Sesame Street is still around and so is Free To Be You And Me, but Dressy Bessy is no longer. But that is okay because Squeak E. Mouse, the dress up mouse, is here. And Squeak E. Mouse is bigger and better than Dressy Bessy ever was!

<http://web.archive.org/web/20011117001652/http://www.liveandlearn.com/dressupmouse.html>

3/31/05



Squeak E. Mouse is a very fashionable mouse designed to teach toddlers important skills of dexterity such as lacing shoes, using buckles, zippering, buttoning, snapping, dressing and undressing. In fact, Squeak E. Mouse has over ten learn-to-dress activities!

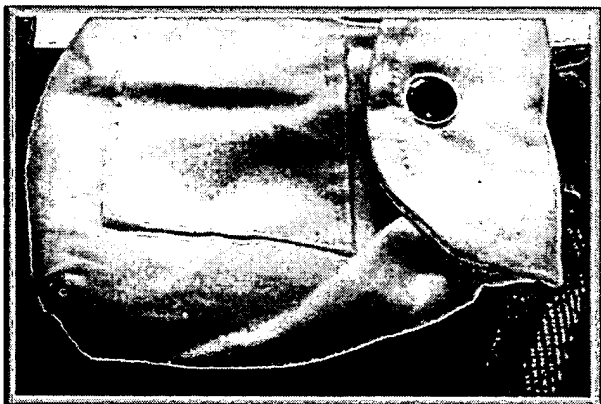
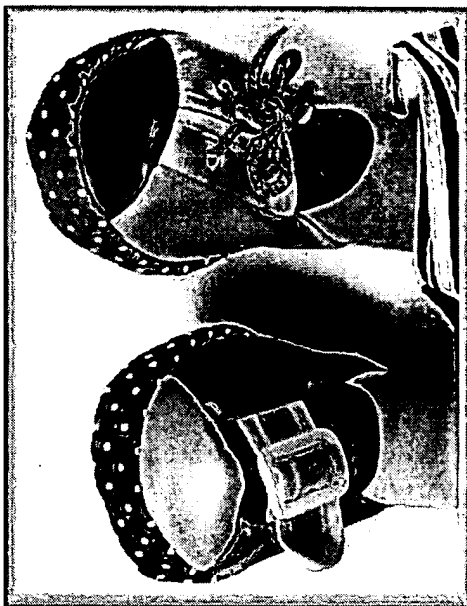


Squeak E. Mouse is a large (about nineteen inches tall) soft, lovable plush dressed in completely removable and machine washable clothes. He is wearing cool shoes, shorts, a shirt, a vest with a hood, and a neat backpack.

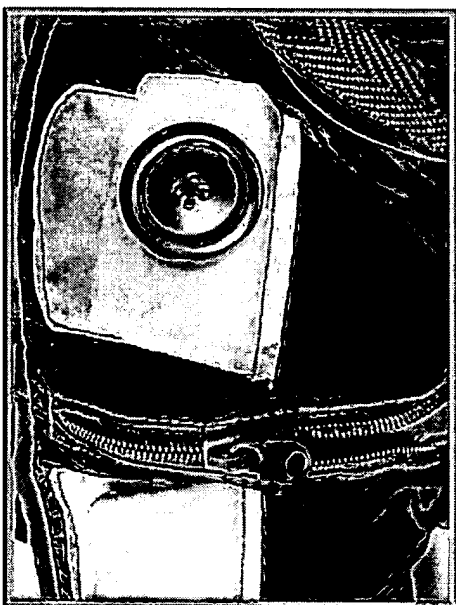
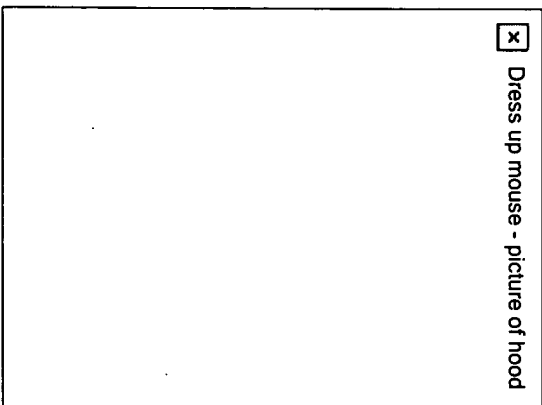
Squeak E. Mouse will not only teach your child many manipulative skills, he is great for learning the dressing sequence and assists in the development of hand-eye coordination.

As we said earlier, Squeak E. Mouse is a high quality plush. And his clothes are also top notch. His clothes are designed to last and last as your child grows and learns!

Here are some close-up shots of Squeak E. Mouse's attire...



☒ Dress up mouse - picture of hood



He is one cool mouse. And he is ready to teach your child the skills you want him or her to learn!

***Ages 18 Months And Up!***

***Squeak E. Mouse (The Dress Up Mouse) - ITEM #4048 - Only \$27.95!***

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## Squeak E Mouse Gets Dressed

This very fashionable mouse is sure to quickly become a favorite friend. Child will learn how to dress Squeak E Mouse by pulling on his pants, buttoning his shirt, zippering his jacket, pulling up his hood, buckling and typing his shoes, and snapping his backpack.

#155000-104

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### Includes:

Ages 18 months and up  
Machine wash cold  
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14.5" x 9"


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Unlike other "dress me" toys, Squeak E Mouse's clothing can be completely removed. Great for developing hand-eye coordination and learning dressing sequence. Brightly colored Squeak E is sure to attract attention and be a pal for life with his soft huggable body and curly-Q tail.

## Related Products



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Every little one deserves a pal like Earl E. Bird. From his soft huggable body to the rattling tip of his feet, he is a true playmate. Believing in the more the merrier, Earl brought along his friend, Squeak E. Mouse, who actually squeaks to share in the fun! Babies will sneak a peek of themselves in Earl's hidden mirror under his red triangular backpack. Also, Earl can be attached to anything, making him the perfect travelling chum.

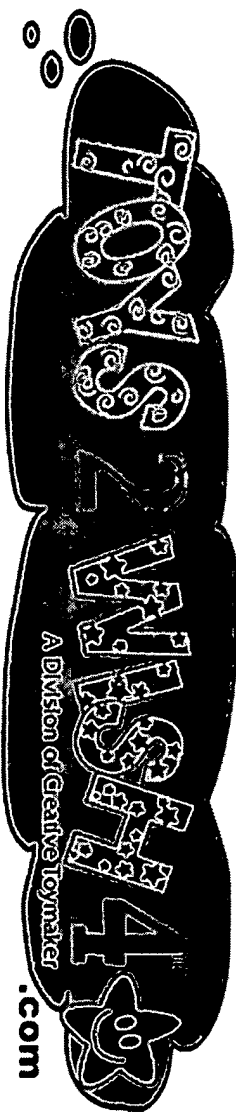
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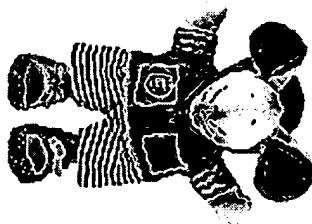
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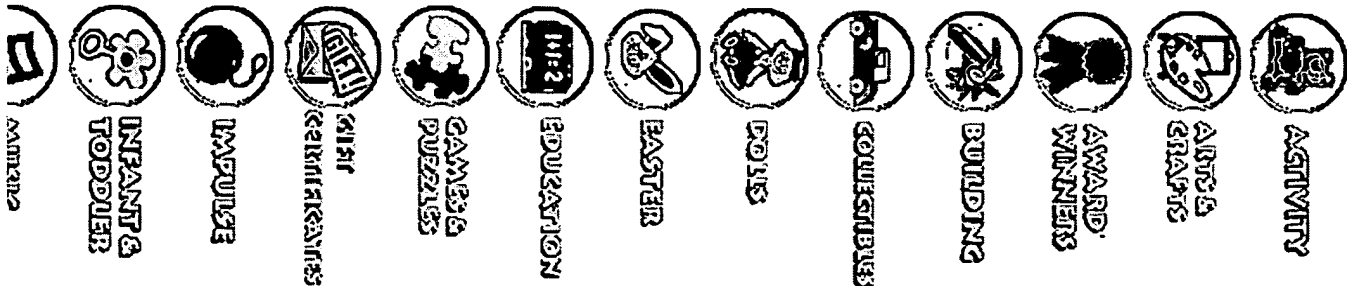
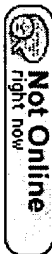
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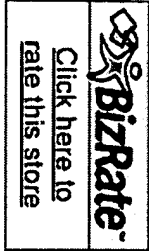
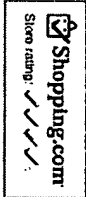
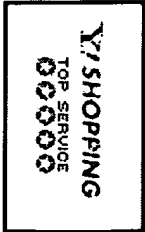
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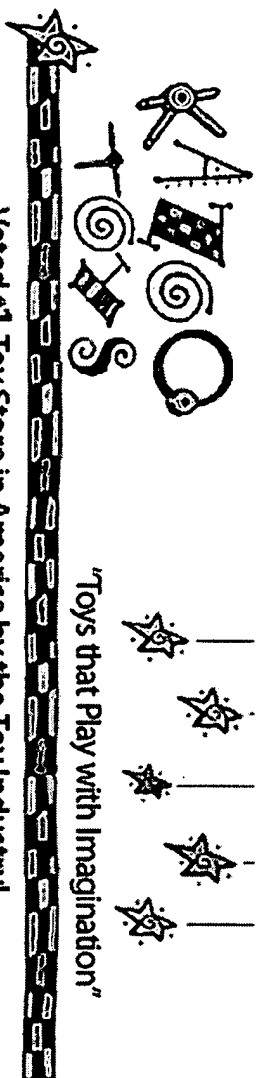
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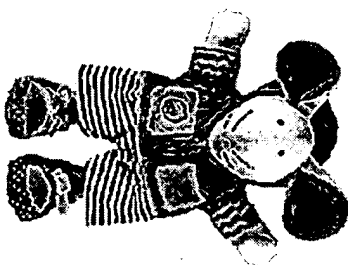
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## Squeak E. Mouse Gets Dressed by Earlyyears



A three-time award winner!! Children can practice dressing skills using Squeak E. Mouse. His shoes have a buckle and tie, his jacket has a button and zipper, his backpack has a snap, his pull-up pants have an elastic waist and his shirt has Velcro fasteners. All of his clothes can be taken off and on. A great toy for hand-eye coordination and dressing skills. Machine Washable. Mouse measures 18".

Ages 2 - 5 years.

\*Winner of the Parenting Magazine Toy of the Year for 2000

\*Winner of Dr. Toy's 100 Best Children's Products

\*Winner of Dr. Toy's 10 Best Active Products

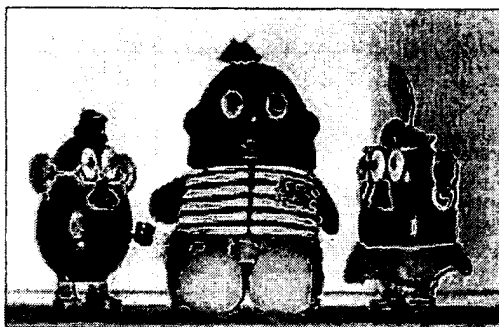
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## **Tater and me...and baby makes three...**



**And so it was that Hasbro created this unusual Potato Head variation in 1977. Baby Potato Head accompanied the large armless Potato Heads of the time with similar styles and pieces. But unlike his armless counterpart, Baby Potato Head had arms and was half rag doll with accessories to teach kids how to dress themselves. Baby Potato Head may not have stayed on the market very long, but he will always have a special place in the heart of a true Tater Head collector like me!**

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# The 1980s

As late as the early 1980's, the large brown 1970's Mr. Potato Head as well as the Super Potato Head set were still available on store shelves. But Hasbro was hard at work on something all new. The rebirth of Mr. Potato Head was just on the horizon. Maybe it was the fear of middle age. Or maybe it was simply the desire to set him up to survive in the fast paced, convenience oriented world of the 1980's. Whatever the reason, the metamorphosis of Mr. Potato Head was complete by 1983.

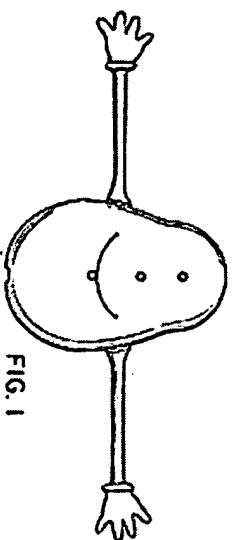


FIG. 1

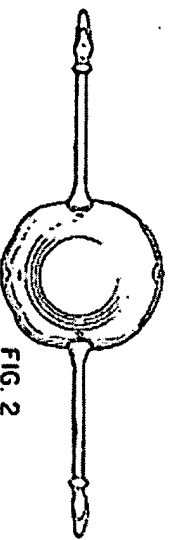


FIG. 2

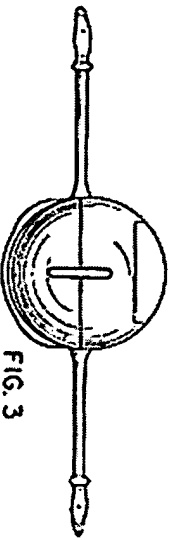


FIG. 3

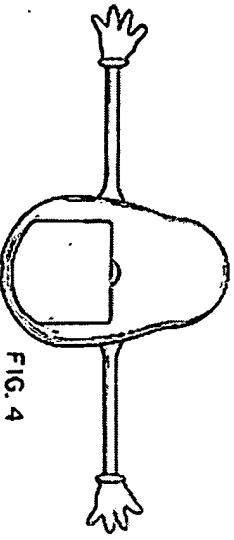
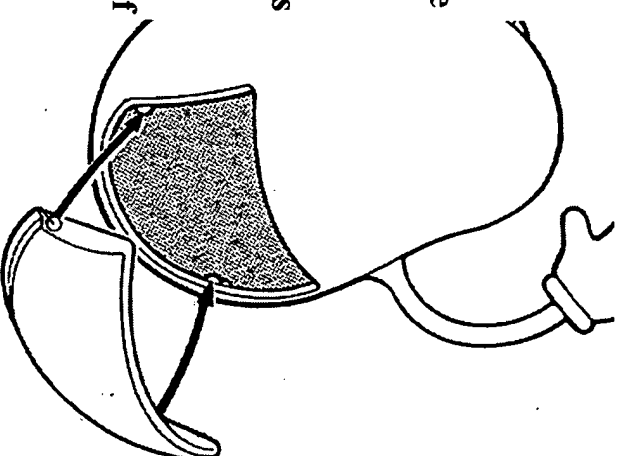


FIG. 4

His shape and color were changed to basically the shape he is today... similar to a large light brown egg. He was given bendable, non-removable arms, and perhaps the most revolutionary change, a trap door backside for the convenient storing of extra parts! In addition, the round holes returned, and with them returned the fun of sticking an ear in his eyehole, or the freedom to have feet growing out of his head. And it was about this time that Hasbro briefly changed the Romper Room logo to Hasbro Preschool. But by the time the 1986 packages arrived, the prominent logo was Playskool.

And these changes must have gotten the spuds thinking. Mr. and Mrs. Potato Head apparently had decided that they were ready to start a family. So on February 11, 1985, Baby Potato Head was born. This smaller, rounder version of Mr. Potato Head could be dressed as a baby, or a young child. He was available in the all new Mr. Potato Head Family playset.

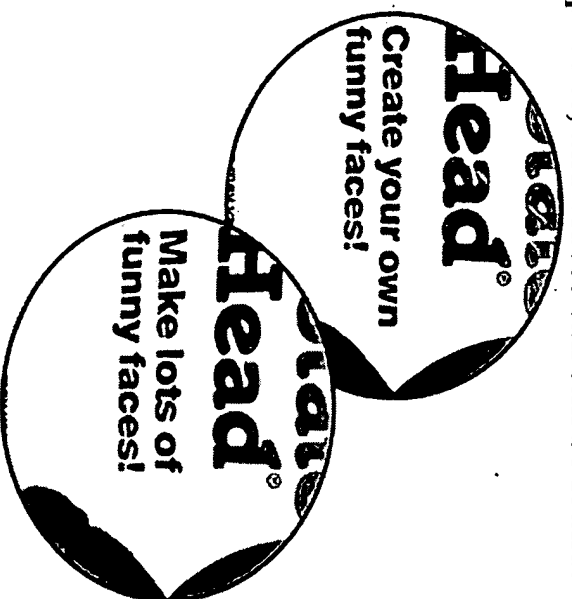
The popularity of Mr. Potato Head continued to rise during the remainder of the 80's. Not bad for a toy that had been



around for more than a generation! The 1986 Saturday morning cartoon show *My Little Pony & Friends* featured a regular segment with the all new Potato Head Kids! The toy versions of these little chips off the ol' potato were smaller than the Potato Head Baby and had removable hats and feet. The original 12 characters were sold separately at toy and retail outlets in 1986. But as early as 1987, the number of kids and accessories had expanded. They were offered as fast food premiums from companies including McDonald's, Wendy's, and Avon. The success at McDonald's was so overwhelming that they brought them back again in some regions in February of 1992.

Around 1987, Hasbro expanded the versatility of Mr. & Mrs. Potato Head by replacing the non-removable bendy arms with arms that could be removed and swapped out. Also in 1987, as Mr. Potato Head hit thirty-five years old, he joined the all new health craze and "kicked the habit" as they say. Mr. Potato Head's signature pipe, that had been with him from the start, was traded in for running shoes. In a publicity extravaganza, Mr. Potato Head turned over his pipe to surgeon general C. Everett Coop and became the poster spud for the American Cancer Society's Great American Smoke Out.

The 1980's were an exciting time for collectors because is was the first time Hasbro released a large variety of Mr. Potato Head items other than toys. He had become somewhat of an icon in the toy industry, and dozens of related licensed products were now available. If you look hard enough, many 1980's Mr. Potato Head items like shirts, puzzles, and videos can still be found.



Another interesting fact about this era is that many minor box variations begin to appear. The early 1980s boxes featured a rainbow stripe that ran up the left side of the box. In 1986, all of the toys were released in white boxes with a blue stripe across the top. Some of these boxes appear the same at first glance, but close inspection reveals minor adjustments in the graphics or text. A collector must look close or chance missing out on a hard to find variation! An example can be seen in the circles to the left. A close up of two seemingly identical boxes shows a difference in the first line of text. Another



variation to look for is  
Canadian Mr. Potato Head boxes with French and English printing. The French versions identify Mr. Potato Head as  
"M. Patate".

**1980's Mr. Potato Head Products***(Click item for photo and more information)*

- Set # 225-New Mr. Potato Head with bendy arms -Hasbro Preschool-1983
  - Set # 230-New Mrs. Potato Head with bendy arms Hasbro Preschool-1983
  - Set # 2250-Mr. Potato Head w/bendy arms-Playskool-1986
  - Set # 2251-Mrs. Potato Head w/bendy arms-Playskool-1986
  - Set # 2250-Mr. Potato Head w/removable arms-Playskool-1990
  - Set # 2251-Mrs. Potato Head w/removable arms-Playskool-1990
  - Set # 235-Super Mr. Potato Head (Mr. & Mrs parts combined)-Hasbro Preschool-1983
  - Set # 225.71-Mr & Mrs. Potato Head -Hasbro Preschool-1983
  - Item # 280-Mr. Potato Head and his Funny Faced Car (blue box)-Hasbro Preschool-1985
  - Item # 280-Mr. Potato Head and his Funny Faced Car (white box)-Playskool-1986
  - Item # 2260-Mr. & Mrs. Potato Head w/Baby Potato Head (blue box)-Hasbro Preschool-1985
  - Item # 2260-Mr. & Mrs. Potato Head w/Baby Potato Head (white box)-Playskool-1986
  - Set # 2255-Mr. Potato Head Bucket o' Parts-Playskool-1987(red)
  - Set # 2255-Mr. Potato Head Bucket o' Parts-Playskool-1989 (white)
  - Set # 2263-Silly Mr. Potato Head Bucket o' Parts-Playskool-1989
  - Item # 827-Mr. Potato Head Nylon Kite-Spectra Star- 1987
  - Item # 6001-Mr. Potato Head Rubber Stamp Set-Hasbro Bradley-1985
  - Item # 7747-Inflatable Mr. Potato Head- Imperial Toys-1987
  - Mr.Pototo Head and friends "Life's a Beach" T-shirt-1987
  - Mr. Potato Head T-Shirt-Acton-1980s
  - Item # 3001-Mr. Potato Head Potatoville Stick & Lift Playset-Presto Magix-1984
  - Mr. & Mrs. Potato Head Apple Computer Software-Random House-1985
- Potato Head Kids**
- Assortment # 2200-Potato Head Kids..carded-Playskool-1986
  - Assortment # 2201-Potato Head Kids..carded-Playskool-1986
  - Potato Head Kids..loose-1986-1992
  - Potato Head Kids..bagged-McDonalds-1987
  - Potato Head Kids..bagged-McDonalds-1992
  - Potato Head Kids..bagged-Wendy's-1988
  - Potato Head Kids..bagged-Avon-1993

- [Potato Head Kids...bagged-Walmart-1993](#)
- [Potato Head Kids "Peeler" mail in premium -1985](#)
- [Potato Head Kids Happy Meal box-McDonald's 1987](#)
- [Potato Head Kids Happy Meal bag-McDonald's 1992](#)
- [Potato Head Kids McDonald's register topper display -1987](#)
- [Various McDonalds Potato Head Kids employee pins-1992](#)
- [McDonald's Potato Head Kids Translite sign-1992](#)
- [Wendy's Potato Head Kids meal box-1988](#)
- [Item #4302-Potato Head Kids Schoolhouse-Playskool-1986](#)
- [Item # 4403-Potato Heads Kids Club House-Playskool-1986](#)
- [Potato Head Kids Firetruck, with Duke-Playskool-1986](#)
- [Potato Head Kids Policecar, with Sparky-Playskool-1986](#)
- [Potato Head Kids Ambulance with Sophie-Playskool-1986](#)
- [Item # 812-Big Chip Potato Head Kid costume, Ben Cooper- 1986](#)
- [Item # 4604-Potato Head Kids Game-Milton Bradley-1986](#)
- [Item # 5461-Potato Head Kids Lite Brite Refill Pack \(blue package\)-Hasbro-1986](#)
- [Item # 5461-Potato Head Kids Lite Brite Refill Pack \(green package\)-Hasbro-1986](#)
- [Mr. Potato Head small rubber Baby Rattle Toy-Hasbro-1985](#)
- [Catalog # 24222-Potato Head Kids Video Vol. #1-Family Home Entertainment-1986](#)
- [Catalog # 24223-Potato Head Kids Video Vol. #2-Family Home Entertainment-1986](#)
- [Catalog # 24224-Potato Head Kids Video Vol. #3-Family Home Entertainment-1987](#)
- [My Little Pony and Friends video \(featuring Potato Head Kids\)-Sunbow Productions-1987](#)
- [My Little Pony and Friends Comic magazines \(featuring Potato Head Kids\) London Editions Magazines- 1987](#)
- [Item # 252-01 "Slick, Lolly & Dimples" 10 piece woodboard puzzle-Playskool-1985](#)
- [Item # 252-02 "Whiz Kid" 11 piece woodboard puzzle-Playskool-1985](#)
- [Item # 252-03 "Slick" 11 piece woodboard puzzle-Playskool-1985](#)
- [Item # 252-04 "Spike" 11 piece woodboard puzzle-Playskool-1985](#)
- [Item # 252-05 "Spud" 11 piece woodboard puzzle-Playskool-1985](#)
- [Item # 252-06 "Tulip & Big Chip" 11 piece woodboard puzzle-Playskool-1985](#)
- [Item # 252-07 "Smarty Pans" 12 piece woodboard puzzle-Playskool-1985](#)
- [Item # 252-08 "Slugger" 11 piece woodboard puzzle-Playskool-1985](#)
- [Item # 252-09 "Lumpy" 13 piece woodboard puzzle-Playskool-1985](#)
- [Item # 252-10 "Lolly" 12 piece woodboard puzzle-Playskool-1985](#)
- [Assortment # 4674- Potato Head & kids cardboard tray puzzle "Jumping Rope", 25 pcs.-M. Bradley-1985](#)
- [Assortment # 4674- Potato Head & kids cardboard tray puzzle "Mr. Potato Head & Boys", 25 pcs.-M. Bradley-1985](#)
- [Assortment # 4674- Potato Head and kids cardboard tray puzzle "Baseball Game", 25 pcs. Milton Bradley-1985](#)
- [Assortment # 4682-Potato Head Kids Puzzles "Bus Stop", 24 pcs.-Milton Bradley-1985](#)

- Assortment # 4682-Potato Head Kids Puzzles “Spike & Slugger baseball”, 24 pcs.-Milton Bradley-1985
- Assortment # 4682-Potato Head Kids Puzzles “Swinging”, 24 pcs.-Milton Bradley-1985
- Assortment # 4682-Potato Head Kids Puzzles “Hopscotch”, 24 pcs.-Milton Bradley-1985

1950s	1960s	1970s	1980s	1990s	2000s	Toy Story
Wearables	Fast Food	Fakes	TV/Movies	Awards	World	Music
Politics	Fan Items	Humor	Parts/Notes	Books	Price Guides	Links
HOME						

Set	Items	Description
S1	144138	LEARN? OR TEACH? OR TAUGHT? OR DRILL?
S2	94733	EDUCAT? OR INSTRUCT? OR TUTOR? OR LESSON?
S3	316611	FASTEN? OR SNAP OR SNAPS OR ZIPPER? OR CLIP? OR CLASP?
S4	220363	PULLTAB? OR TAB OR TABS OR RETAINER? OR RETAINING? OR BOW - OR BOWS
S5	171404	SNAPHOOK? OR BUTTON? OR BUCKL? OR STRING? OR LACE? OR VELC- RO?
S6	259286	DRAWSTRING? OR CINCH? OR TIGHTENER? OR TIGHTENING? OR SLID- ER? OR SLIDING?
S7	88218	CLOSUR? OR SHOELAC? OR HOOK(2W) (EYE OR EYES)
S8	136275	APPAREL? OR CLOTHE? OR CLOTHING? OR GARMENT? OR SHIRT? OR - PANTS OR COAT? ?
S9	50425	SWEATER? OR VEST? ? OR TROUSER? OR BLOUSE? OR JACKET? OR S- HORTS
S10	33999	DRESS OR DRESSES OR SKIRT? OR TSHIRT? OR TEESHIRT?
S11	2862	HUMANOID? OR ANTHROPOMOR? OR HUMANLIKE? OR HUMAN()LIKE? OR HUMAN?(3N) (SIMULAT? OR RESEMB? OR FEATUR? OR CHARACTERIST? OR ATTRIBUT? OR TRAIT? OR FACE? OR FACIAL?)
S12	210671	EYE OR EYES OR EAR OR EARS OR NOSE? OR MOUTH? OR LIP OR LI- PS OR EYEBROW?
S13	505988	ARM OR ARMS OR LEG OR LEGS OR LIMB? ? OR APPENDAG? OR HAIR OR FAIRY OR FAIRIE?
S14	174550	ELF OR ELVES OR ELFIN OR PIXIE? OR TEETH OR CHARACTER? ?
S15	7651	FIGURIN? OR CARTOON? OR TOON? ? OR ANIMAT? OR PUPPET? OR S- OCKPUPPET? OR HANDPUPPET?
S16	64195	CHILD? OR TOT OR TOTS OR PRETEEN? OR PRE()TEEN? OR YOUTH? - OR YOUNG? OR KINDER?
S17	22546	TODDLER? OR INFANT? OR BABY OR BABIE? OR NEWBORN? OR NEW()- BORN?
S18	272177	MEDIA OR BOOK? OR TV OR TELEVISION?
S19	502448	RADIO OR CARD? ? OR FLASHCARD? OR MOVIE? OR VIDEO?
S20	162241	CD OR CDS OR DVD OR DVDS OR VHS OR INTERNET?
S21	170511	STORY OR NARRATIV? OR PLOT? ? OR TALE? ? OR INTERACT? OR D- EMONSTRAT?
S22	273937	IC=(G09B? OR G09F? OR A63J? OR A44B? OR B43L? OR A63H? OR - A63F? OR A41D?)
S23	79	S1:S2 AND S3:S7 AND S8:S10 AND S11:S15
S24	23	S23 AND S16:S22
S25	79	S23:S24
S26	79	IDPAT (sorted in duplicate/non-duplicate order)

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File 350:Derwent WPIX 1963-2005/UD,UM &UP=200519

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?

Set	Items	Description
S1	144138	LEARN? OR TEACH? OR TAUGHT? OR DRILL?
S2	94733	EDUCAT? OR INSTRUCT? OR TUTOR? OR LESSON?
S3	316611	FASTEN? OR SNAP OR SNAPS OR ZIPPER? OR CLIP? OR CLASP?
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S8	136275	APPAREL? OR CLOTHE? OR CLOTHING? OR GARMENT? OR SHIRT? OR - PANTS OR COAT? ?
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S12	210671	EYE OR EYES OR EAR OR EARS OR NOSE? OR MOUTH? OR LIP OR LI- PS OR EYEBROW?
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S20	162241	CD OR CDS OR DVD OR DVDS OR VHS OR INTERNET?
S21	170511	STORY OR NARRATIV? OR PLOT? ? OR TALE? ? OR INTERACT? OR D- EMONSTRAT?
S22	273937	IC=(G09B? OR G09F? OR A63J? OR A44B? OR B43L? OR A63H? OR - A63F? OR A41D?)
S23	79	S1:S2 AND S3:S7 AND S8:S10 AND S11:S15
S24	23	S23 AND S16:S22
S25	79	S23:S24
S26	79	IDPAT (sorted in duplicate/non-duplicate order)
S27	3609	S1:S2 AND S11:S15 AND S3:S7
S28	139	S27 AND S16:S17
S29	272	S27 AND S22
S30	1029	S27 AND S3:S7(5N)S11:S15
S31	111	S30 AND S28:S29
S32	67	S28 AND S29
S33	217	S31 OR S32 OR S28
S34	204	S33 NOT S25
S35	204	IDPAT (sorted in duplicate/non-duplicate order)
?		

*extended  
probe,  
same  
strategy*



26/3,K/15

DIALOG(R)File 350:Derwent WPIX

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014852769 \*\*Image available\*\*

WPI Acc No: 2002-673475/200272

XRPX Acc No: N02-532424

Educational doll system has clothing with fasteners and buttons , shoes with laces and removable backpack with book pocket and built-in lunchbox

Patent Assignee: HAYWOOD K L (HAYW-I)

Inventor: HAYWOOD K L

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 20020086273	A1	20020704	US 2000751739	A	20001229	200272 B

Priority Applications (No Type Date): US 2000751739 A 20001229

Patent Details:

Patent No	Kind	Lan Pg	Main IPC	Filing Notes
US 20020086273	A1	7	G09B-019/00	

Educational doll system has clothing with fasteners and buttons , shoes with laces and removable backpack with book pocket and built-in lunchbox

Abstract (Basic):

... The doll (20) has a head (22) with hair (23), torso and lower portions and wears garments with buttons (36) and fasteners (37) as well as shoes with laces (38) and a belt with a buckle . A detachable backpack (50) with snap - fastened straps (51,53,55) has pockets for containing a book and pencil, and an interior space acting as a lunchbox.

... The doll is used to teach basic skills to children e.g. how to dress and groom themselves, use buttons , fasteners , buckles , tie their laces and comb their hair . The detachable backpack can be used to carry a book and their lunch...

...The doll is a friendly and safe educational aid. It is cheaply, easily and efficiently manufactured. Children can carry the doll with them and is also provides them with a lunchbox and book holder...

...The drawing shows a schematic of the educational doll...

... Hair (23...

... Buttons (36...

... Fastener (37...

... Laces (38...

... Snap fastener (55

Title Terms: EDUCATION ;

International Patent Class (Main): G09B-019/00

*See related document below*



US 20020086273A1

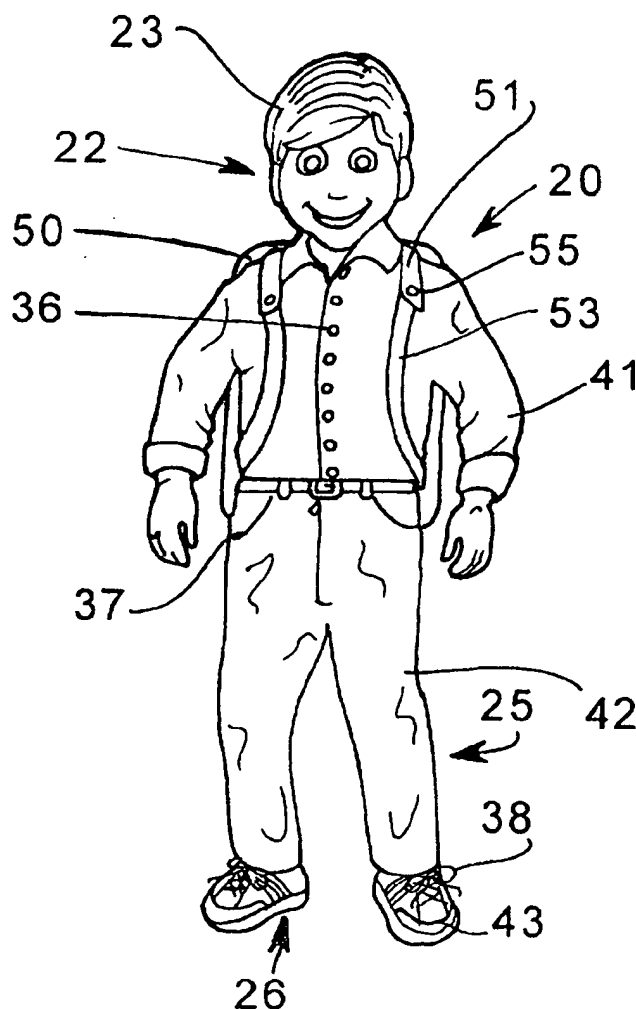
(19) **United States**(12) **Patent Application Publication**  
**Haywood**(10) Pub. No.: **US 2002/0086273 A1**(43) Pub. Date: **Jul. 4, 2002**(54) **EDUCATIONAL DOLL SYSTEM**

(52) U.S. Cl. .... 434/260

(76) Inventor: **Kevin L. Haywood, Los Angeles, CA**  
**(US)**(57) **ABSTRACT**

Correspondence Address:  
**Kaardal & Associates, PC**  
**Attn: Ivar M. Kaardal**  
**Suite 250**  
**3500 South First Ave.**  
**Sioux Falls, SD 57105-5802 (US)**

An educational doll system for providing a friendly and safe educational aid to teach children how to dress and groom themselves. The educational doll system includes a doll with a head portion, a torso portion and a lower portion as well as a plurality of garments on the torso portion and lower portion of the doll; the garments include a plurality of fasteners designed for teaching children to fasten and undo the fasteners; and a backpack removably coupled to the torso portion of the doll, and having a pair of shoulder straps such that a shoulder of the torso portion of the doll is extended through one of the shoulder straps whereby the backpack is supported on a back of the torso portion of the doll.

(21) Appl. No.: **09/751,739**(22) Filed: **Dec. 29, 2000****Publication Classification**(51) Int. Cl.<sup>7</sup> ..... **G09B 19/00**

26/3,K/43

DIALOG(R)File 350:Derwent WPIX

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010618554 \*\*Image available\*\*

WPI Acc No: 1996-115507/199612

XRFX Acc No: N96-096654

**Tactile audio stuffed animal figurine , e.g. teddy bear - is made of disparate materials, each corresp. to particular portion of body such that blind person can effect dressing and undressing of figure for learning purposes**

Patent Assignee: LEYSER D (LEYS-I)

Inventor: LEYSER D

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 5489231	A	19960206	US 94299961	A	19940902	199612 B

Priority Applications (No Type Date): US 94299961 A 19940902

Patent Details:

Patent No	Kind	Lan Pg	Main IPC	Filing Notes
US 5489231	A	8	A63H-003/28	

**Tactile audio stuffed animal figurine , e.g. teddy bear...**

**...portion of body such that blind person can effect dressing and undressing of figure for learning purposes**

**...Abstract (Basic): A zipper (22) extends along a front of the main body portion and allow access to audio...**

**...positioned within the stuffed animal (12). Sounds are reproduced from an audio tape cassette for instructing the individual and for selectively recording audio messages as desired through a speaker...**

**...Title Terms: FIGURINE ;**

International Patent Class (Main): A63H-003/28

International Patent Class (Additional): A63H-003/02

*see  
related  
document  
beneath*



US005489231A

**United States Patent** [19][11] **Patent Number:** **5,489,231****Leyser**[45] **Date of Patent:** **Feb. 6, 1996**[54] **TACTILE AUDIO STUFFED ANIMAL FIGURINE**

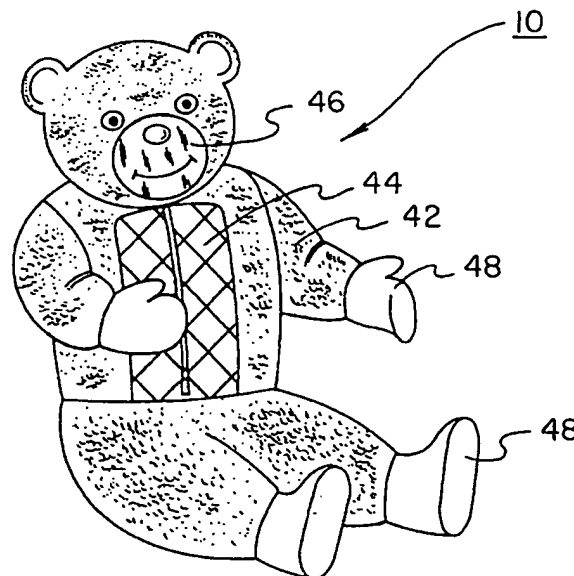
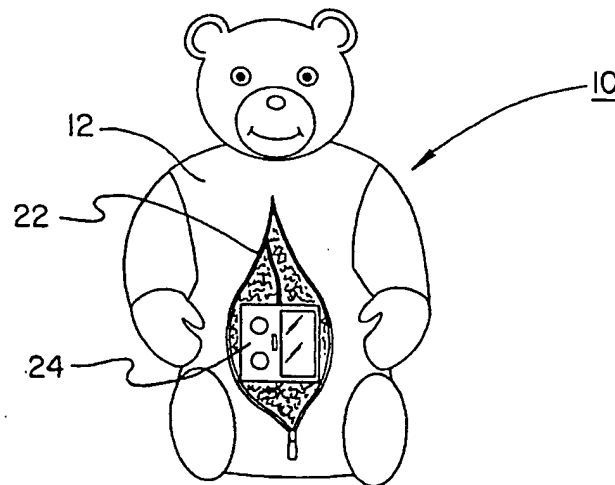
3,955,314	5/1976	Robb	446/385 X
4,696,653	9/1987	McKeefery	446/303 X
4,822,285	4/1989	Summerville	446/302 X
5,083,966	1/1992	Blank	446/369

[76] **Inventor:** **Debbie Leyser, 1772 S. Granby St., Aurora, Colo. 80012****Primary Examiner—Mickey Yu**[21] **Appl. No.:** **299,961**[57] **ABSTRACT**[22] **Filed:** **Sep. 2, 1994**

A stuffed animal for providing tactile and audio stimulation to an individual. The inventive device includes a stuffed animal formed of a plurality of disparate materials, with each material corresponding to a particular portion of the body such that a blind person can effect dressing and undressing of the figure for learning purposes. An audio recorder and player is provided within the stuffed animal for instructing the individual and for selectively recording audio messages as desired.

[51] **Int. Cl.<sup>6</sup>** ..... **A63H 3/28; A63H 3/02**[52] **U.S. Cl.** ..... **446/302; 446/369; 446/385**[58] **Field of Search** ..... **446/302, 369, 446/372, 385, 268, 72; 434/112**[56] **References Cited****U.S. PATENT DOCUMENTS**

3,737,196 6/1973 Bodor ..... 446/73 X

**2 Claims, 4 Drawing Sheets**

26/3,K/72

DIALOG(R)File 350:Derwent WPIX  
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003067936

WPI Acc No: 1981-G7974D/198129

**Activity teaching method for young children - uses series of decorated bags of different materials and fastener types to teach perceptual, tactile, numerical and dressing skills**

Patent Assignee: LUECK P E (LUEC-I)

Inventor: LUECK P E

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 4276031	A	19810630				198129 B

Priority Applications (No Type Date): US 80133267 A 19800324

Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 4276031	A		8		

**Activity teaching method for young children - ...**

**...uses series of decorated bags of different materials and fastener types to teach perceptual, tactile, numerical and dressing skills**

...Abstract (Basic): A series of bags of different sizes, shapes, colours, materials, textures and **fasteners** are successively presented to a **child** for visual inspection and feeling. The **fasteners** of each bag are different and include grippers, **snaps**, **clips**, **buckles**, hooks and **eyes**, slide **fasteners**, shoestring **laces**, **buttons** and loops, **drawstrings**, **buttons** and **button** holes and hooked-pile **fasteners**

...

...shapes, sizes, colour and materials. Visual and tactile perception, numerical skills and self-dressing are **taught** through this method.

...Title Terms: **TEACH** ;

International Patent Class (Additional): G09B-019/00

*See  
related  
document  
beneath*

[54] **METHOD OF TEACHING**

[76] Inventor: Phyllis E. Lueck, 2949 Roosevelt,  
Dearborn, Mich. 48124

[21] Appl. No.: 133,267

[22] Filed: Mar. 24, 1980

[51] Int. Cl.<sup>3</sup> ..... G09B 19/00

[52] U.S. Cl. .... 434/260

[58] Field of Search ..... 35/8 R, 56, 1; 434/260

[56] **References Cited**

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2,972,820	2/1961	Cano	35/56
3,546,789	12/1970	Kushell et al.	35/8 R

*Primary Examiner*—William H. Grieb

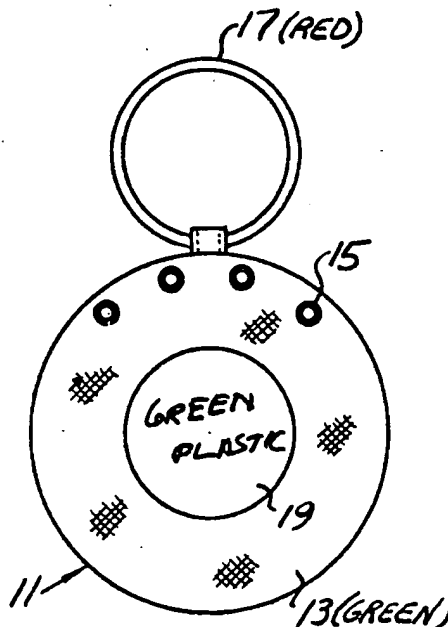
*Attorney, Agent, or Firm*—Cullen, Sloman, Cantor,  
Grauer, Scott & Rutherford

[57] **ABSTRACT**

A method of teaching comprises successively presenting to a child a series of bags of different sizes, shapes,

colors, materials, textures and fasteners for visual inspection and feeling. The fasteners of each bag are different and include grippers, snaps, clips, buckles, hooks and eyes, zippers, shoestring laces, buttons and loops, drawstring, button and button hole and Velcro. The bags are all made of different materials, including cotton cloth, flannel, plastics, abrasives, sponge rubber, elastic and others. Each bag has a panel of a shape, color and material different from the basic color and material of the bag. And each bag has applied to its back panel ornaments in groups from 1 to 10 of different shapes, sizes, color and material, and wherein the ornaments of each group are of uniform size, shape, color and material. Further steps include the successive visually examining and feeling each of the bags for learning to distinguish colors, shapes, sizes, and material and the feeling and visually inspecting of the groups of ornaments for numerical perception and learning. These steps also assist the child in learning to dress himself.

6 Claims, 23 Drawing Figures



35/3,K/17

DIALOG(R)File 350:Derwent WPIX

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016531569 \*\*Image available\*\*

WPI Acc No: 2004-690135/200467

XPX Acc No: N04-546856

Educational system for facilitating early childhood education ,  
includes using group of articles e.g. zipper , snap , button , buckle  
portrayed as characters in story in selected media e.g. book,  
television or radio rendition,

Patent Assignee: MATTHEWS L (MATT-I)

Inventor: MATTHEWS L

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 20040197755	A1	20041007	US 2002429788	P	20021127	200467 B
			US 2003724320	A	20031126	

Priority Applications (No Type Date): US 2002429788 P 20021127; US  
2003724320 A 20031126

Patent Details:

Patent No Kind Lan Pg Main IPC Filing Notes

US 20040197755 A1 4 G09B-019/00 Provisional application US 2002429788

Educational system for facilitating early childhood education ,  
includes using group of articles e.g. zipper , snap , button , buckle  
portrayed as characters in story in selected media e.g. book,  
television or radio rendition,

Abstract (Basic):

... The system includes group of articles e.g. zipper , snap ,  
button , buckle portrayed as characters in a story in a selected  
media e.g. book, television or radio rendition, movie...  
... For facilitating early childhood education .  
...

...Ensures reliable facilitating of early childhood education while,  
familiarizing child with articles used in story. Ensures promoting  
self esteem of child .  
...

...The figure shows the representation diagram of the educational system

Title Terms: EDUCATION ;

International Patent Class (Main): G09B-019/00

THIS APPLICATION

35/3,K/37

DIALOG(R)File 350:Derwent WPIX

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015574258 \*\*Image available\*\*

WPI Acc No: 2003-636415/200360

XRPX Acc No: N03-506316

**Manipulative teaching aid for developing discourse level of language development in children , has indicia removably attached to body, arm , and legs , through indicia fasteners**

Patent Assignee: MOREAU M R (MORE-I)

Inventor: MOREAU M R

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 20030162158	A1	20030828	US 2002360435	P	20020228	200360 B
			US 2002264717	A	20021004	

Priority Applications (No Type Date): US 2002360435 P 20020228; US 2002264717 A 20021004

Patent Details:

Patent No	Kind	Lan Pg	Main IPC	Filing Notes
US 20030162158	A1		9 G09B-005/00	Provisional application US 2002360435

**Manipulative teaching aid for developing discourse level of language development in children , has indicia removably attached to body, arm , and legs , through indicia fasteners**

Abstract (Basic):

... Indicia are removably attached to the body (1), **arms** (8), and **legs** (14) through indicia **fasteners** (12). The body contains **eyes** (4) and attachment member (6) such as a loop of fabric which allows **teaching** aid to be suspended from hook or door knob. The **arms** terminate in hands (10). A cavity (7) allows insertion of user's hand to the body so that **teaching** might be manipulated as hand **puppet** .

... For developing discourse level of language development in **children** .

...Helps **children** reconstruct and express their personal experiences in their own words. Helps **children** reconstruct storybook content in their own words. Is responsive to individual differences in **learning** . Enables a **teacher** to focus intervention of **children** with disabilities who are playing and **learning** together with typically developing peers. Helps **children** retain information by relating components. Helps **children** infer information that is not directly stated. Helps **children** initiate participation at their own pace. Helps **children** to think critically and to prepare themselves for the future...

...The figure is a view of **teaching** aid unadorned with indicia...

... **Eyes** (4...

... **Arms** (8...

...Indicia **fasteners** (12...

... **Legs** (14

...Title Terms: **TEACH** ;

*see related box beneath*



International Patent Class (Main): G09B-005/00



US 20030162158A1

(19) **United States**(12) **Patent Application Publication**  
Moreau(10) Pub. No.: **US 2003/0162158 A1**(43) Pub. Date: **Aug. 28, 2003**(54) **MANIPULATIVE TEACHING AID**

(52) U.S. Cl. .... 434/309

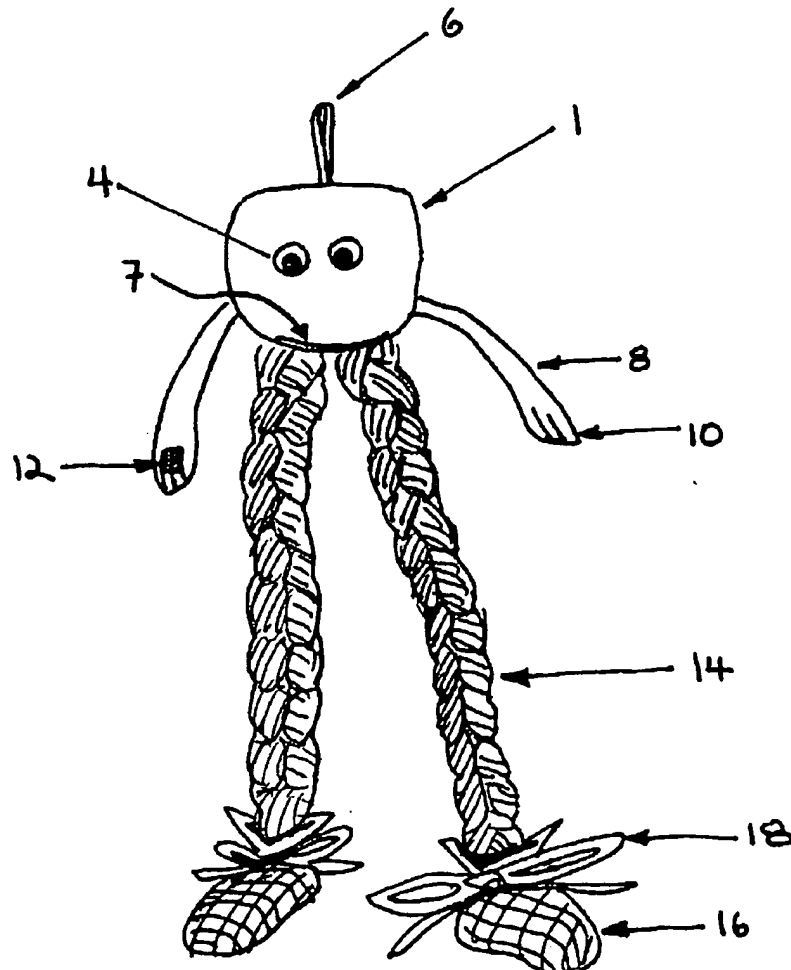
(76) Inventor: **Maryellen Rooney Moreau, (US)**(57) **ABSTRACT**

Correspondence Address:  
**DOHERTY, WALLACE,  
PILLSBURY AND MURPHY, P.C.  
ONE MONARCH PLACE, 19TH FLOOR  
1414 MAIN STREET  
SPRINGFIELD, MA 01144-1002 (US)**

The present invention is a manipulative teaching aid designed to develop the discourse level of language development in children. The invention builds narrative or discourse skills, which connect speech with written language. The present invention has a soft, flexible body member from which a plurality of arm and leg members protrudes. Additionally, there are a plurality of indicia that removably attach to the body, leg, and arm members. The arm members serve as a means to attach the invention to the child or teacher. The leg members hold removable indicia that represent action sequences of a story including an initiating event, reactions to the action sequences, internal responses/feelings resulting from the action sequences, and the resolution of the story. The body member holds removable indicia that create the identity of the character in the story and the setting of the story. The teaching aid may be worn, touched and moved by a person.

(21) Appl. No.: **10/264,717**(22) Filed: **Oct. 4, 2002****Related U.S. Application Data**

(60) Provisional application No. 60/360,435, filed on Feb. 28, 2002.

**Publication Classification**(51) Int. Cl.<sup>7</sup> ..... **G09B 5/00**

Set	Items	Description
S1	2639001	LEARN? OR TEACH? OR TAUGHT? OR DRILL?
S2	3469745	EDUCAT? OR INSTRUCT? OR TUTOR? OR LESSON?
S3	109644	FASTEN? OR SNAP OR SNAPS OR ZIPPER? OR CLIP? OR CLASP?
S4	153648	PULLTAB? OR TAB OR TABS OR RETAINER? OR RETAINING? OR BOW - OR BOWS
S5	325121	SNAPHOOK? OR BUTTON? OR BUCKL? OR STRING? OR LACE? OR VELC- RO?
S6	146869	DRAWSTRING? OR CINCH? OR TIGHTENER? OR TIGHTENING? OR SLID- ER? OR SLIDING?
S7	167255	CLOSUR? OR SHOELAC? OR HOOK(2W) (EYE OR EYES)
S8	249796	APPAREL? OR CLOTHE? OR CLOTHING? OR GARMENT? OR SHIRT? OR - PANTS OR COAT? ?
S9	38591	SWEATER? OR VEST? ? OR TROUSER? OR BLOUSE? OR JACKET? OR S- HORTS
S10	24075	DRESS OR DRESSES OR SKIRT? OR TSHIRT? OR TEESHIRT?
S11	73323	HUMANOID? OR ANTHROPOMOR? OR HUMANLIKE? OR HUMAN()LIKE? OR HUMAN?(3N) (SIMULAT? OR RESEMB? OR FEATUR? OR CHARACTERIST? OR ATTRIBUT? OR TRAIT? OR FACE? OR FACIAL?)
S12	762059	EYE OR EYES OR EAR OR EARS OR NOSE? OR MOUTH? OR LIP OR LI- PS OR EYEBROW?
S13	698924	ARM OR ARMS OR LEG OR LEGS OR LIMB? ? OR APPENDAG? OR HAIR OR FAIRY OR FAIRIE?
S14	578116	ELF OR ELVES OR ELFIN OR PIXIE? OR TEETH OR CHARACTER? ?
S15	105605	FIGURIN? OR CARTOON? OR TOON? ? OR ANIMAT? OR PUPPET? OR S- OCKPUPPET? OR HANDPUPPET?
S16	2970598	CHILD? OR TOT OR TOTS OR PRETEEN? OR PRE()TEEN? OR YOUTH? - OR YOUNG? OR KINDER?
S17	626533	TODDLER? OR INFANT? OR BABY OR BABIE? OR NEWBORN? OR NEW()- BORN?
S18	2573154	MEDIA OR BOOK? OR TV OR TELEVISION?
S19	1514066	RADIO OR CARD? ? OR FLASHCARD? OR MOVIE? OR VIDEO?
S20	914413	CD OR CDS OR DVD OR DVDS OR VHS OR INTERNET?
S21	6411668	STORY OR NARRATIV? OR PLOT? ? OR TALE? ? OR INTERACT? OR D- EMONSTRAT?
S22	273	S1:S2 AND S3:S7 AND S8:S10 AND S11:S15
S23	224	S22 AND S16:S17
S24	237	S22 AND S18:S21
S25	24	S22 AND S3:S7(5N)S11:S15
S26	273	S22:S25
S27	191	S26 AND PY<2003
S28	187	/RD (unique items)
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28/3,K/9 (Item 9 from file: 1)

DIALOG(R)File 1:ERIC

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00666989 ERIC NO.: ED288324 CLEARINGHOUSE NO.: EC201202

Helping Your **Child Learn** Self-Care.

Murphy, Linda; Corte, Suzanne Della

9pp.

Special Parent/Special Child, v3 n2 Mar-Apr 1987

April 1987 ( **19870400**)

NOTES: For the 1986 issues, see ED 278 182.

Helping Your **Child Learn** Self-Care.

... **19870400**)

Practical advice for parents of handicapped **children** is the focus of this issue on self-care skills including self-feeding, dressing, and personal hygiene. Ten initial tips for **teaching** skills to **children** include constant repetition, modeling, and keeping verbal **instruction** to a minimum. The section on self-feeding addresses the topics of voluntary swallowing, chewing, hand- **mouth** feeding, good manners, praise, and dealing with negative habits. Tips on dressing and undressing give directions for **teaching** skills related to handling each article of **clothing** , as well as zipping and **buttoning** . Ways to facilitate the **child** 's ability to practice and respond positively to personal hygiene routines (bathing, handwashing, toothbrushing) are...

DESCRIPTORS: **Clothing** ; \*Daily Living Skills; Dental Health;

\*Developmental Disabilities; Eating Habits; Hygiene; Normalization (Handicapped); \*Parent **Child** Relationship; Parent **Education** ; \*Self Care Skills

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Set	Items	Description
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S2	0	LATON?(2N)MATTHEWS
S3	13223886	EDUCAT? OR TEACH? OR TAUGHT? OR DRILL? OR LEARN? OR INSTRU- CT? OR TUTOR? OR LESSON?
S4	2851902	APPAREL? OR CLOTHE? OR CLOTHING? OR GARMENT? OR SHIRT? OR - PANTS OR COAT? ? OR SWEATER?
S5	1199702	VEST? ? OR TROUSER? OR BLOUSE? OR OVERCOAT? OR JACKET? OR - SHORTS OR DRESS OR DRESSES OR SKIRT? ?
S6	60	S1:S2 AND S3
S7	14	S1:S2 AND S4:S5
S8	61	S6:S7
S9	38	RD (unique items)

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# **STIC Search Report**

## **EIC 3700**

**STIC Database Tracking Number: 134695**

**TO: Kurt Fernstrom**  
**Location: cp2 10b14**  
**Art Unit: 3714**  
**Friday, October 15, 2004**

**Case Serial Number: 10/724320**

**From: John Sims**  
**Location: EIC 3700**  
**CP2, 2C08**  
**Phone: 308-4836**

**[john.sims@uspto.gov](mailto:john.sims@uspto.gov)**

### **Search Notes**

Kurt: In the NPL there may be some moderately useful results here which teach some of the methods put forth in the claims. There is quite a bit of literature involving teaching young, or disabled, children how to fasten, button, zip, etc.

13/3,AB,K/3 (Item 3 from file: 1)

DIALOG(R)File 1:ERIC

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00666989 ERIC NO.: ED288324 CLEARINGHOUSE NO.: EC201202

Helping Your Child Learn Self-Care.

Murphy, Linda; Corte, Suzanne Della

9pp.

Special Parent/Special Child, v3 n2 Mar-Apr 1987

April 1987 (19870400)

NOTES: For the 1986 issues, see ED 278 182.

Practical advice for parents of handicapped children is the focus of this issue on self-care skills including self-feeding, dressing, and personal hygiene. Ten initial tips for **teaching** skills to **children** include constant repetition, modeling, and keeping verbal instruction to a minimum. The section on self-feeding addresses the topics of voluntary swallowing, chewing, hand-mouth feeding, good manners, praise, and dealing with negative habits. Tips on dressing and undressing give directions for teaching skills related to handling each article of **clothing**, as well as zipping and **buttoning**. Ways to facilitate the child's ability to practice and respond positively to personal hygiene routines (bathing, handwashing, toothbrushing) are supplemented by a section on good grooming for adolescents. (JW)

...parents of handicapped children is the focus of this issue on self-care skills including self-feeding, dressing, and personal hygiene. Ten initial tips for **teaching** skills to **children** include constant repetition, modeling, and keeping verbal instruction to a minimum. The section on self-feeding addresses the topics of voluntary swallowing, chewing, hand-mouth feeding, good manners, praise, and dealing with negative habits. Tips on dressing and undressing give directions for teaching skills related to handling each article of **clothing**, as well as zipping and **buttoning**. Ways to facilitate the child's ability to practice and respond positively to personal hygiene routines (bathing, handwashing, toothbrushing) are supplemented by a section on...

13/3,AB,K/4 (Item 4 from file: 1)

DIALOG(R)File 1:ERIC

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00313610 ERIC NO.: EJ167972 CLEARINGHOUSE NO.: EC100203

**Button Up! A Systematic Approach for Teaching Children to Fasten**

Edgar, Eugene; And Others

Teaching Exceptional Children, 9, 4, 104-5, Sum 77

1977 (19770000)

Described is a systematic approach by which young handicapped children can learn to zip, snap, and button their clothes. (CL)

**Button Up! A Systematic Approach for Teaching Children to Fasten**

13/3,AB,K/6 (Item 2 from file: 11)  
DIALOG(R)File 11:PsycINFO(R)  
(c) 2004 Amer. Psychological Assn. All rts. reserv.

0000737908 1979-14515-001

**Teaching buttoning to severely/profoundly retarded multihandicapped children.**

AUTHOR: Adelson-Bernstein, Nancy; Sandow, Lynda

AUTHOR AFFILIATION: Suffolk Developmental Ctr, Melville, NY

JOURNAL: Education & Training of the Mentally Retarded, Vol 13(2), 178-183  
, Apr, 1978

PUBLISHER: Council for Exceptional Children/Div on Mental Retardation--US

ABSTRACT: Provides a detailed guide to teaching buttoning as one aspect of learning dressing skills. Descriptions of a suitable garment and ways to **teach** the **child** to find and grasp the button, pull the button, find the hole, put the button in the hole, and **button** his/her own **clothing** are included along with words of encouragement for the teacher. (PsycINFO Database Record (c) 2003 APA, all rights reserved)

ABSTRACT: Provides a detailed guide to teaching buttoning as one aspect of learning dressing skills. Descriptions of a suitable garment and ways to **teach** the **child** to find and grasp the button, pull the button, find the hole, put the button in the hole, and **button** his/her own **clothing** are included along with words of encouragement for the teacher. (PsycINFO Database Record (c) 2003 APA, all rights reserved)



13/3,AB,K/8 (Item 1 from file: 47)  
DIALOG(R)File 47:Gale Group Magazine DB(TM)  
(c) 2004 The Gale group. All rts. reserv.

06251207 SUPPLIER NUMBER: 82013202 (USE FORMAT 7 OR 9 FOR FULL TEXT)  
**It's Josh, B'Gosh. (Children's Notes).(Josh Takes a Trip/Josh Gets Ready  
for School/Who's Hiding Josh) (book review)**  
Publishers Weekly, 249, 2, 62(1)  
Jan 14, 2002  
DOCUMENT TYPE: Review ISSN: 0000-0019 LANGUAGE: English  
RECORD TYPE: Fulltext  
WORD COUNT: 176 LINE COUNT: 00015

... the lift-the-flap book, Who's Hiding, Josh? by Nancy Krulik, illus.  
by Jason Wolff, And a denim cloth book fastened with overall straps  
**teaches kids** how to **zip** , snap and more in How to Get Dressed.  
(S&S/Little Simon, \$8.99 16p -84058-6; Get Dressed \$17.95 8p ages 1-3...

13/3,AB,K/14 (Item 7 from file: 47)  
DIALOG(R)File 47:Gale Group Magazine DB(TM)  
(c) 2004 The Gale group. All rts. reserv.

03987822 SUPPLIER NUMBER: 14236599 (USE FORMAT 7 OR 9 FOR FULL TEXT)  
**Lights ... camera ... action! (how to take creative home videos) (includes  
related articles)**

Barlow, Bart

Parents' Magazine, v68, n11, p312(2)

Nov, 1993

ISSN: 1047-8574

LANGUAGE: ENGLISH

RECORD TYPE: FULLTEXT; ABSTRACT

WORD COUNT: 1117 LINE COUNT: 00083

ABSTRACT: The ways of making creative home videos include having children pretend they are hosts of their own television show, taking videos of the family pet and making videos of birthday parties to send to relatives.

... about how he made it and what it means. You can even show work in progress, along with materials used.

"I can do it!" Older **children** proudly **demonstrate** shoe trying, - *tying*? **buttoning**, and other basic skills for the benefit of younger kids.

Wide world of sports. Get that  
miniçam-attached-to-the-bobsledder's-helmet look by...

13/3,AB,K/15 (Item 8 from file: 47)  
DIALOG(R)File 47:Gale Group Magazine DB(TM)  
(c) 2004 The Gale group. All rts. reserv.

03633129 SUPPLIER NUMBER: 11569529 (USE FORMAT 7 OR 9 FOR FULL TEXT)  
**A celebration of black identity toys.**  
Ebony, v47, n2, p23(3)  
Dec, 1991  
CODEN: EBONA ISSN: 0012-9011 LANGUAGE: ENGLISH RECORD TYPE:  
FULLTEXT; ABSTRACT  
WORD COUNT: 660 LINE COUNT: 00051

ABSTRACT: The recognition of cultural diversity and the strength of the Afro-American market have led to the development of more toys for Afro-American children. These games, figures, and dolls have black features and skin tones.

... toys deal with cultural identity. Fisher Price's new Little People Garage features Black figures. Olmee's Learning Kids, which resemble Black Raggedy Ann dolls, **teach children** to button, buckle, **zip**, tie, and **snap** their **clothing**.

Child development experts and parents say the recent surge of Black-oriented games and toys is a long-overdue response to pleas for such products...

? ds;show files

Set	Items	Description
S1	1	TEACH??? (3N) (KIDS OR CHILDREN) (3N) FASTEN? (2N) (BUTTON? ? OR ZIPPER? ?)
S2	142994	FASTEN??? OR BUTTON??? OR SNAP OR ZIP
S3	265706	CLOTHES OR CLOTHING OR PANTS OR DRESS??
S4	4943562	TEACH??? OR EDUCAT??? OR DEMONSTRAT? OR SHOW? ?
S5	2504430	CHILD OR CHILDREN OR CHILDHOOD OR KID? ? OR YOUNGSTER? ? OR BOY? ? OR GIRL? ? OR SON? ? OR DAUGHTER? ?
S6	254516	S4 (3N) S5
S7	1281	S2 (5N) S3
S8	13	S6 (S) S7
S9	9	RD (unique items)
S10	23	S6 (2N) S2
S11	17	RD (unique items)
S12	16	S11 NOT S9
S13	25	S1 OR S9 OR S12
S14	1572	GET??? () DRESSED
S15	0	S6 (3N) S14
S16	7	S4 (3N) S14
S17	7	S16 NOT S13
S18	7	RD (unique items)
File	1:ERIC 1966-2004/Jul 21	(c) format only 2004 The Dialog Corporation
File	7:Social SciSearch(R) 1972-2004/Oct W2	(c) 2004 Inst for Sci Info
File	11:PsycINFO(R) 1887-2004/May W5	(c) 2004 Amer. Psychological Assn.
File	35:Dissertation Abs Online 1861-2004/Sep	(c) 2004 ProQuest Info&Learning
File	47:Gale Group Magazine DB(TM) 1959-2004/Oct 15	(c) 2004 The Gale group
File	88:Gale Group Business A.R.T.S. 1976-2004/Oct 14	(c) 2004 The Gale Group
File	121:Brit.Education Index 1976-2004/Q2	(c) 2004 British Education Index
File	141:Readers Guide 1983-2004/Aug	(c) 2004 The HW Wilson Co
File	142:Social Sciences Abstracts 1983-2004/Aug	(c) 2004 The HW Wilson Co
File	436:Humanities Abs Full Text 1984-2004/Aug	(c) 2004 The HW Wilson Co
File	437:Education Abstracts 1983-2004/Sep	(c) 2004 The HW Wilson Co

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Set	Items	Description
S1	2495263	CHILD??? OR CHILDHOOD
S2	5529431	LEARN??? OR TEACH??? OR EDUCAT??? OR DEMONSTRAT? OR INSTRU-CT???
S3	10680728	METHOD????? OR SYSTEM? ? OR HANDS()ON
S4	322336	FASTEN??? OR SNAP? ? OR ZIPPER? ? OR BUTTON? ? OR BUCKLE? ? OR STRING? ? OR LACE? ? OR SHOELACE? ? OR SHOE()LACE? ?
S5	588798	S1(S)S2
S6	38594	S3(S)S4
S7	329	S5(S)S6
S8	256	RD (unique items)
File	1:ERIC 1966-2004/Jul 21	(c) format only 2004 The Dialog Corporation
File	7:Social SciSearch(R) 1972-2004/Oct W2	(c) 2004 Inst for Sci Info
File	11:PsycINFO(R) 1887-2004/May W5	(c) 2004 Amer. Psychological Assn.
File	21:NCJRS 1972-2004/Sep	(c) format only 2004 The Dialog Corporation
File	35:Dissertation Abs Online 1861-2004/Sep	(c) 2004 ProQuest Info&Learning
File	49:PAIS Int. 1976-2004/Sep	(c) 2004 Public Affairs Information Service
File	88:Gale Group Business A.R.T.S. 1976-2004/Oct 13	(c) 2004 The Gale Group
File	94:JICST-EPlus 1985-2004/Sep W2	(c)2004 Japan Science and Tech Corp(JST)
File	121:Brit.Education Index 1976-2004/Q2	(c) 2004 British Education Index
File	142:Social Sciences Abstracts 1983-2004/Aug	(c) 2004 The HW Wilson Co
File	144:Pascal 1973-2004/Oct W1	(c) 2004 INIST/CNRS
File	163:Ageline(R) 1965-2004/Oct	(c) format only 2004 The Dialog Corp.
File	171:Criminal Justice Periodical Index 1975-1998/Dec	(c) 1998 ProQuest
File	436:Humanities Abs Full Text 1984-2004/Aug	(c) 2004 The HW Wilson Co
File	468:Public Opinion 1940-2004/Oct W2	(c) 2004 Roper Ctr for Pub Opinion Res
File	482:Newsweek 2000-2004/Oct 13	(c) 2004 Newsweek, Inc.
File	47:Gale Group Magazine DB(TM) 1959-2004/Oct 14	(c) 2004 The Gale group
File	141:Readers Guide 1983-2004/Aug	(c) 2004 The HW Wilson Co
File	190:Bibl. History of Art 1991-2004/Q3	(c) 2004 JP Getty Trust & INIST/CNRS
File	191:Art Lit. Intl.(RILA) 1975-1989	(c) 1989 The Paul Getty Trust-RILA
File	435:Art Abstracts 1984-2004/Aug	(c) 2004 The HW Wilson Co
File	439:Arts&Humanities Search(R) 1980-2004/Oct W2	(c) 2004 Inst for Sci Info

File 437:Education Abstracts 1983-2004/Sep  
(c) 2004 The HW Wilson Co

? ds;show files;logoff hold

Set	Items	Description
S1	2495364	CHILD??? OR CHILDHOOD
S2	5529619	LEARN??? OR TEACH??? OR EDUCAT??? OR DEMONSTRAT? OR INSTRU-CT???
S3	10681001	METHOD????? OR SYSTEM? ? OR HANDS()ON
S4	322367	FASTEN??? OR SNAP? ? OR ZIPPER? ? OR BUTTON? ? OR BUCKLE? ? OR STRING? ? OR LACE? ? OR SHOELACE? ? OR SHOE()LACE? ?
S5	588832	S1(S)S2
S6	38595	S3(S)S4
S7	329	S5(S)S6
S8	256	RD (unique items)
S9	133	S8 NOT STRING? ?
S10	36022	BUTTONS
S11	25	S9 AND S10
File	35:Dissertation Abs Online 1861-2004/Sep	(c) 2004 ProQuest Info&Learning
File	47:Gale Group Magazine DB(TM) 1959-2004/Oct 15	(c) 2004 The Gale group
File	88:Gale Group Business A.R.T.S. 1976-2004/Oct 14	(c) 2004 The Gale Group
File	141:Readers Guide 1983-2004/Aug	(c) 2004 The HW Wilson Co
File	190:Bibl. History of Art 1991-2004/Q3	(c) 2004 JP Getty Trust & INIST/CNRS

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Set	Items	Description
S1	2495364	CHILD??? OR CHILDHOOD
S2	5529619	LEARN??? OR TEACH??? OR EDUCAT??? OR DEMONSTRAT? OR INSTRU- CT???
S3	10681001	METHOD????? OR SYSTEM? ? OR HANDS()ON
S4	322367	FASTEN??? OR SNAP? ? OR ZIPPER? ? OR BUTTON? ? OR BUCKLE? ? OR STRING? ? OR LACE? ? OR SHOELACE? ? OR SHOE()LACE? ?
S5	588832	S1(S)S2
S6	38595	S3(S)S4
S7	329	S5(S)S6
S8	256	RD (unique items)
S9	133	S8 NOT STRING? ?
S10	36022	BUTTONS
S11	25	S9 AND S10
S12	4332	S2(5N)S4
S13	419	S1(S)S12
S14	328	RD (unique items)
S15	2	TEACH??? (3N) (CHILD OR CHILDREN) (3N) (FASTENER? ? OR FASTENI- NG OR BUTTONS OR ZIPPER)
S16	2	RD (unique items)
S17	709	BUTTON(3N)BUTTONS
S18	1	S2(3N)S17
S19	589820	CHARACTER? ?
S20	4737	S19(3N)S4
S21	245	S1 AND S3 AND S20
S22	207	S2 AND S21
S23	150	RD (unique items)
S24	27	S23 NOT SYSTEM? ?

File 35:Dissertation Abs Online 1861-2004/Sep  
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 File 437:Education Abstracts 1983-2004/Sep  
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     (c) 2004 Roper Ctr for Pub Opinion Res  
     15oct04 13:36:17 User259276 Session D2429.3  
         \$1.44     0.351 DialUnits File35  
         \$0.10    1 Type(s) in Format 95 (KWIC)  
         \$0.10    1 Types  
     \$1.54   Estimated cost File35  
         \$6.06     1.123 DialUnits File47  
         \$3.45    1 Type(s) in Format 7  
         \$2.10    10 Type(s) in Format 96 (KWIC)  
         \$5.55    11 Types  
     \$11.61   Estimated cost File47  
         \$8.31     1.889 DialUnits File88  
         \$0.21    1 Type(s) in Format 95 (KWIC)  
         \$0.63    3 Type(s) in Format 96 (KWIC)  
         \$0.84    4 Types

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Set	Items	Description
S1	3617771	TEACH??? OR EDUCAT??? OR DEMONSTRAT? OR SHOW? ?
S2	544116	FASTEN??? OR BUTTON??? OR SNAP OR ZIP OR ZIPPER OR ((GET OR GETTING) () DRESSED)
S3	138898	CLOTHES OR CLOTHING OR PANTS OR DRESS
S4	64517	CHILD OR CHILDREN OR CHILDHOOD OR KID? ? OR YOUNGSTER? ? OR BOY? ? OR GIRL? ?
S5	12047	S1(3N)S2
S6	59	S5(S)S3
S7	594	S5 AND S4
S8	23	S1(3N)S4(3N)S2
S9	1	S3 AND S8
S10	22	S8 NOT S9

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File 347:JAPIO Nov 1976-2004/Jun(Updated 041004)

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File 348:EUROPEAN PATENTS 1978-2004/Oct W01

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File 350:Derwent WPIX 1963-2004/UD,UM &UP=200466

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File 371:French Patents 1961-2002/BOPI 200209

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